DOCUMENT RESUME

ED 471 217 EC 309 322

AUTHOR	Cannon, Michael, Ed.
TITLE	Tempo, 2001.
INSTITUTION	Texas Association for the Gifted and Talented, Austin.
PUB DATE	2001-00-00
NOTE	146p.; Published four times per year. For Volume 20, see EC 309 322.
AVAILABLE FROM	Texas Association for the Gifted and Talented (TAGT), 406 East 11th St., Suite 310, Austin, TX 78701-2617 (available to TAGT members only). Tel: 512-499-8248; Fax: 512-499-8264; e-mail: txgifted@yahoo.com; Web site: http://www.txgifted.org/ .
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Tempo; v21 n1-4 Win-Fall 2001
EDRS PRICE	EDRS Price MF01/PC06 Plus Postage.
DESCRIPTORS	Computer Uses in Education; *Early Childhood Education; *Educational Counseling; Educational Technology; Elementary Secondary Education; Emotional Development; Enrichment Activities; *Gifted; *Global Education; Student Adjustment

ABSTRACT

Each of the four issues of the newsletter of the Texas Association for the Gifted and Talented focus on a theme: guidance and counseling, continuing options for gifted learners, early childhood gifted, and gifted students in the global community. Issues usually contain theme-related major articles, columns by the Association's president and executive director, a column examining related research, answers to questions, and book reviews. Major articles include: "Drawing the Line: The Adjustment and Maladjustment of Gifted Children" (Maureen Neihart); "Legends through the Looking Glass" (James Delisle); "Specialized Counseling: The Social-Emotional Needs of Gifted Adolescents" (Tandra L. Tyler-Wood and Maria Victoria Perz Careijo); "Academies of Interest and Talent Development" (Joseph Renzulli and Susannah Richards); "Themes in the Lives of Adult Creative Writers" (Jane Piirto); "Invisibility and Gifted Adults in Education" (Lynda R. Jordan); "Technology and Debate" (K. Thomson and D. Crenshaw); "Preparing for the Diversity of Talent in a K-3 Classroom" (Joan Franklin Smutny); "Parenting the Young Gifted Child" (Dorothy Knopper); "Technology: Expanding Classroom Options for Young Children" (Sandra Berger); "A Portrait of Precocity" (John Feldhusen); "Play: A Basic Learning Experience for Gifted Students" (Sandra Kaplan); "Bricks of Mud and Straw" (James Collett); "Perspectives on Young Gifted Children" (Beverly Shaklee); "Going Global for Professional Development" (Mary Phillips); "Electronic Applications for Gifted Students" (C. Zaehringer and M. Sayler); and "A Model for Fulfillment" (K. Dent and S. Craig). (Some articles contain references.) (DB)

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ED 471 217

Tempo

Edited By Michael Cannon

Volume 21, Issues 1-4, Winter-Fall 2001

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Tempo
TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED
Member, National Association for Gifted Children (NAGC)
Volume XXI Issue 1

Drawing the Line: The Adjustment and Maladjustment of Gifted Children

Maureen Neihart, Psy. D.

Eccentric and creative, or manic? Intense and reflective, or obsessive compulsive? Where is the line between normal gifted adjustment and maladjustment? How does one differentiate typical gifted behaviors from the characteristics of certain disorders? For example, when do we say that a gifted boy exhibits "psychomotor intensity" and lacks challenge in the school curriculum, and when do we diagnose him with attention deficit hyperactivity disorder? Where is the line that divides mild autism from prodigious talent in a highly introverted and sensitive gifted person? When is it simply perfectionism, and when is it compulsive behavior? How and where we each draw the line depends on the lenses we wear. Culture, training, values, and the setting in which our lives intersect with the gifted all influence our decisions. A teacher wears a different lens than does a physician, a school psychologist, or a parent.

Clinicians are trained to treat disease, but few are familiar with the subtleties of gifted children's development. Educators are trained to teach, but few are familiar with the nuances of developing abnormal conditions in children. Behaviors and attitudes that might be attributed to maladjustment from one perspective could be attributed to giftedness from another.

There is a need for discussion that raises everyone's awareness about the confluence of gifted development, creativity, and maladjustment. The question seems to

(see NEIHART, page 10)

Winter 2001 Issue

Guidance & Counseling of Gifted Students

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FROM THE PRESIDENT

Krys Goree

Happy 2001! What an exciting year for those of us who are involved in education!

This issue of *Tempo* focuses on the timely and timeless topic of social and emotional needs of gifted youngsters. This topic is especially appropriate because, in my mind and heart, it relates to every other topic that could possibly encompass the notion of appropriate identification and services for the gifted. If we do not target the affective needs of youngsters, there is no possible way to provide a productive educational setting in which they might thrive.

"Mrs. Goree, when my heart hurts my head just won't work!" I'll never forget the gifted first grader who approached my desk one October morning to share this revelation with me. The look on the child's face clearly communicated an understanding of self and deep inner-feelings.

There are many children sitting in classrooms around our state whose hearts are hurting. They may be hurting because of personal problems. They may be hurting because their academic needs are neither recognized nor addressed. They may be hurting simply because of their tendencies to be sensitive, intense, and perfectionistic. Whatever the case, we can be sure that effective assessment practices, curriculum, program design, staff development, and/or family and community involvement will not impact children in the way that we desire if their social and emotional needs are not addressed.

We are very fortunate to have an editor, Michael Cannon, who seeks the work of experts in the field of gifted education and provides cutting-edge information and research to the members of TAGT through *Tempo*. We must utilize this information and make a conscious effort to stay informed, carefully reading the research and delving into issues that directly affect gifted children.

As we venture into the New Year, I invite you to join me in actively targeting the many needs of the gifted students in our state. This is a legislative year in the state of Texas, meaning that our governmental leaders will be making very important decisions. Some of the issues they address will directly affect those for whom we advocate –

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The Texas Association for the Gifted and Talented (TAGT) is a nonprofit organization of parents and professionals promoting appropriate education for gifted and talented students in the state of Texas.

TAGT *Tempo* is the official journal of the Texas Association for the Gifted and Talented. It is published four times a year in January, April, July, and October. The subscription is a benefit for TAGT members. Annual individual and family dues are $35.

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Address correspondence concerning *Tempo* **content** to: *Michael Cannon, TAGT Editorial Office, 5521 Martin Lane, El Paso, TX 79903* Call the editorial office at 915/ 778-3988, FAX 915/ 779-2625, or e-mail: cannon@whc.net.

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77TH LEGISLATURE POSITION PAPER

Amanda D. Batson, Ph.D.

On April 2000, the TAGT Executive Board adopted four planks for its 77th Legislature Position Paper. Subsequently, the Board adopted its entire position paper on September 16, 2000. Your active support for these positions is crucially important if these priorities and plans are to become reality forgifted students in Texas. Please contact me at *txgifted_abatson@yahoo.com* if you are interested in participating in the TAGT 77th Legislature Network (also known as the TAGT Legislative Action Team).

THE MISSION OF TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED

The Texas Association for the Gifted and Talented is a not-for-profit corporation whose goal is to promote awareness of the unique social, emotional and intellectual needs of gifted children and to impact the development of appropriate services to meet these needs. TAGT has been working for a quarter of a century with educators and parents to develop appropriate services for these children and to set high standards and clear accountability measures for all Texas schoolchildren.

INTRODUCTION

The Texas Association for the Gifted and Talented seeks to build upon current education policy in Texas to assure high standards with well-defined accountability measures for the education of gifted and talented students in grades kindergarten-12.

According to Section 3.1A of *The Texas State Plan for the Education of Gifted/Talented Students,* "[s]chool districts shall provide an array of appropriately challenging learning experiences for gifted/talented students in grades 1 through 12 that emphasize content from the four core academic areas." Further, according to state guidelines, curriculum and instruction for gifted students must be addressed by "modifying the depth, complexity, and pacing of the general school program."

Yet, despite these expectations in existing policy, for most of the 330,000 gifted students across the state, the operative policy is one of benign satisfaction, minimal focus and merely adequate attention because, after all, these students will "make it anyway." This attitude is unfair and inappropriate. The fundamental mission of TAGT is to contest this attitude vigorously. Beginning now, and working with the 77th Legislature, TAGT will replace this attitude with the view that all children, including gifted children, should be challenged and educated to learn and develop to their fullest potential.

TAGT is aware and fully supportive of the state's accountability system. All Texans, particularly the legislative and civic leaders who put this system in place, should be proud, as the Rand Corporation recently concluded, that Texas leads the nation in educational improvement for its youngsters. Yet, even with our remarkable gains, we cannot relax or be content. Our curriculum, the Texas Essential Knowledge and Skills, is more rigorous. Our tests are becoming more difficult, and the bar for graduating from high school is being raised dramatically. We must continue

(see BATSON, page 18)

Legends Through the Looking Glass

James R. Delisle

> *"I once heard a professor of medicine say to his students at the conclusion of a course: 'Within five years, about one-half of what I have told you will either be untrue or not worth a darn. This doesn't really bother me; but what does irritate me is that I can't even tell you which half is which!'"*
>
> —Sidney Parnes, 1981, p. 21

Like everything else in life, the field of gifted child education (GCE) enters recurring cycles. Ideas spiral from generation to generation about the best ways to identify, educate and understand gifted children, and these views are shared at conferences and in publications like TEMPO.

New faces and names enter our field, hobnobbing with the "old standbys" whose memories are long enough to remember when Dorothy Sisk ran the Office of Gifted and Talented in Washington, DC, Joyce Juntune directed the National Association for Gifted Children (NAGC) from St. Paul, and Sandy Kaplan worked at a place in California whose acronym always seemed too long: NS-LTI/GT.

And the gifted children we advocated for years ago? All grown, many now parents themselves, with the same questions about their own bright children that we had about them a decade or two before. "Transition", we call it, or some other innocuous term that reminds us that the sands of time ever flow, both within and around us.

Personally, and as much as I'd like not to submit to this truth, I think I now qualify as one of the old-timers; one of those gifted child educators whose sands have begun shifting noticeably downward!. Having been in this field of GCE for 23 years, I look around at my colleagues and note that while some resemble my grandparents, others could be my children! Yet despite these vast differences in age and experience, I find one commonality: the issues we deal with related to the care and feeding of gifted children transcend the decades, and the advice we give for helping to meet the emotional needs of gifted people sounds very much today as it did 30 years ago.

Does this sameness represent stability or stagnation? An interesting and intriguing question, and who better to answer it than some of the veterans of our field, the "legends in the looking glass", whose view of gifted children and those who care about them is a long one, indeed. Let's begin the passage . . .

The Context

What began as an exciting writing project turned into a four-year saga that I came to call (affectionately, of course) "The Book From Hell". It was a grand idea, I thought: write an introductory textbook for the field of GCE by using interviews and personal stories from those who made the field what it is today. But in looking back on the creation of *Once upon a mind: The stories and scholars of gifted child education* (Wadsworth, 2000), I find that this multi-year project actually took me on a tour of my "professional past," as I got to know, either in person or through their more intimate writings, the people behind the theories and the educators whose contributions have impacted the gifted field for decades.

What was going through the minds of Paul Torrance, Lewis Terman, Leta Hollingworth and James Gallagher as they devised the ideas that, today, are common knowledge or respected practice? That was the focus of *Once upon a mind*, and it will be the focus here, too. And as you will read, many of their thoughts reflect the emotional aspects of growing up gifted, even if their overall work in GCE is in a variety of different directions.

From the Beginning

Whether or not you admire his work (and for a variety of reasons, many people do not), Lewis Terman was undoubtedly the spark that set the gifted movement on fire. His five-volume *Genetic Studies of Genius* is psychology's quintessential longitudinal study of gifted kids growing up. Yet even before Volume 1 ever hit the presses, Terman penned his thoughts on what he termed "precocity and prematuration." In a 1905 article, Terman showed his respect for childhood by reminding us of a truth that still eludes many today: childhood is not preparation for life, it is life itself. As he wrote a century ago:

> Heroic effort is made to boost every child just as near to the top of the intellectual ladder as possible, and to do so in the shortest possible time. Meanwhile, the child's own instincts and emotions, on which alone all volition is based, are allowed to wither away. No adjustment of clock wheels, however complicated and delicate, can avail if the mainspring is wrongly attached or altogether missing. (pp. 162-163)
>
> School work is done too early and does not educate the child as a whole . . . To build up the intellect at the expense of the rest of mentality robs it of every element that enobles it. (p. 163)
>
> We must explore the child's natural interests and take our cue from them. Until the awakening of altruism it will be useless to try to force upon his comprehension a religion whose keynote is love and sympathy. The child is, and ought to be, an egoist. (p. 165)

"Slow down," Terman reminds us, and let the gifted child take full advantage of his or her youth and naivete before embarking on the serious world of school. Can you imagine Terman's likely reaction to the administration of the TAAS to elementary school children! His final quote here presages his disillusionment: "We have lengthened the hours of school work and taken away largely the opportunity for physical development" (p 182).

. . . And emotional development, too, at least from the vantage point of Leta Hollingworth. Working as Terman's contemporary in New York (Terman was at Stanford), Hollingworth wrote the first--and still, probably, the best--introductory text in our field, *Gifted children: Their nature and nurture* (1926). As is true for many of us, she fell upon the gifted field by happenstance, not design. It began with her testing of "Child E," an 8 year-old boy she was testing in front of one of her college classes. He scored an IQ of 187 on the Binet-Simon Scale. Hollingworth's reaction?:

> "I had tested thousands of incompetent persons . . . scarcely ever finding anyone with an IQ rating as high as 100. This thoroughgoing experience of the negative aspects of intelligence rendered the performance of E even more impressive to me than it would otherwise have been. I perceived the clear and flawless working of his mind against a contrasting background of thousands of dull and foolish minds. It was an unforgettable experience." (Hollingworth, 1942, p. x)

This initial exposure to a gifted child transformed Hollingworth's life--how many of us know this same feeling due to a gifted youngster we have met?--and her career focus. But unlike Terman, who concentrated more on the intellectual aspects of being gifted, Hollingworth focused on the social and emotional needs of these brilliant young people, for whom she served as their teacher at a public school in New York City. First, though, she wanted us to know why we need to educate gifted children differently than others:

> Schools cannot equalize children, schools can only equalize opportunity. . .It is hard for a psychologist to define democracy, but perhaps one acceptable definition might be that it is a condition of affairs, in which every human being has opportunity to live and work in accordance with inborn capacity for achievement.
> (Hollingworth, 1922, p. 298)

Excerpting a career as extensive as Hollingworth's is always a tricky proposition, but Linda Silverman, who has respected Hollingworth's work for decades, extracted eleven key concerns that identify Hollingworth's major contributions on the "emotional education" of gifted children, including:

- finding enough hard and interesting work at school
- adjusting to classmates
- being able to play with other children
- not becoming hermits
- developing leadership abilities
- not becoming negativistic towards authority
- learning to "suffer fools gladly"
- avoiding the formation of habits of extreme chicanery
- conforming to rules and expectations
- understanding their origin and destiny from an early age
- dealing with the special problems of being a gifted girl

(Silverman, 1990, p. 172)

(see DELISLE, page 13)

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Specialized Counseling: The Social-Emotional Needs of Gifted Adolescents

Julianne Jacob Ryan

Although there are numerous conflicting opinions of what makes a child "gifted," there is no arguing that gifted children have unique social and emotional needs. "Clinical sources suggest that talented children are subject to unique stressors and are vulnerable to difficulties with social/emotional adjustment" (Genshaft, Greenbaum, & Borovsky, 1995; Hoge & Renzulli, 1991; Hollinger, 1995; Silverman, 1993a, 1994; Webb, Meckstroth, & Tolan, 1982 cited in Moon, Kelly & Feldhusen, 1997, p.17).

Gifted children often have a similar "collection of problems," first identified by Barbara Clark (1983). These individuals are different, and they know it. They are often smarter than their "age" peers, and interested in Shakespeare and quadratic equations while other students are myopically focused on dating, looks, and other superficial issues. Unfortunately, for many teens this difference is viewed not as an asset, but something to be ashamed of, something to hide. Not all gifted individuals are outcasts; some may be prom queens and quarterbacks, but looked at carefully, many of the same "collection of problems" appear.

James Webb, past director of SENG (Social and Emotional Needs of the Gifted), notes that "the gifted child frequently begins to feel different, alienated, and alone in a world of differing views and values" (Webb, 1982, p.24). Gifted adolescents (and sometimes adults) often perceive the world, its problems and injustices with more deliberation and insight than others.

There are many other common problems that Clark (1983) notes. Gifted kids tend to be more emotionally sensitive to their own feelings, as well as the feelings of others, than most members of society. They feel psychological pain and suffering at a heightened level. They may have advanced levels of morality, along with an impassioned sense of idealism. Other shared traits include perfectionism, a sharp sense of humor, emotional, psychological and intellectual intensity, supersensitivities, avid curiosity, flight of ideas, high standards and expectations of both self and others, insight above their years, a heightened sense of self-concept, and often a lack of concrete direction. Sadly, this "collection of problems" often results in gifted teens being "... plagued by feelings of sadness, anger, depression and anxiety. She [he] may wonder if life is worth living in a world in which she [he] so clearly does not fit" (Webb, 1982, p.25). Jim Webb described gifted individuals as being "emotionally intense with an extra emotional antennae."

Just as their thought processes are complex, so are their emotions. Linda Silverman, a prominent specialist in the field of the gifted and talented, notes:

> The intricate thought processes that mark these individuals as gifted are mirrored in the intricacy of their emotional development. Idealism, self-doubt, perceptiveness, excruciating sensitivity, moral imperatives, desperate needs for understanding, acceptance, love — all impinge simultaneously. Their vast emotional range make them appear contradictory: mature and immature, arrogant and compassionate, aggressive and timid. Semblances of composure and self-assurance often mask deep feelings of

insecurity. The inner experience of the gifted . . . is rich, complex and turbulent. (1993, p.84)

Dabrowski (1972) in building his concept of developmental potential, discovered that "creatively gifted individuals had more pronounced responses to various types of stimuli." These responses, known as "overexcitabilities," are often used in describing experiences found in the gifted population. The five overexcitabilities (OEs) are psychomotor, sensual, imaginational, intellectual, and emotional which can be thought of as ". . . an abundance of physical energy, heightened acuity of the senses, vivid imagination, intellectual curiosity and drive, and a deep capacity to care" (Silverman, 1994, p.110).

Psychomotor overexcitabilty manifests itself in a heightened surplus of energy. These are often the kids diagnosed today as ADHD, and there are numerous children dual diagnosed as ADHD and gifted, or behavior disordered and gifted. Traits include rapid speech, marked excitement, compulsive speech, and a great need for action and movement. They live in a very physical, active realm. Psychomotor activities provide the expression for their emotional intensity.

Sensual overexcitabilities are typified by the heightened experiences of sensual pleasures or displeasure, an intense sexuality, and high appreciation for aesthetic beauty, including words, music, and color.

Individuals with **imaginational overexcitability** are characterized by a heightened imagination, along with a rich association of real and imagined images and impressions. They have a great ability to invent and fantasize, and may have a rich fantasy world. These people use spontaneous imagery as a coping skill, such as a constant mixing of truth and fiction when their world is off-balance.

Intellectual overexcitability is described as a heightened need to seek understanding and truth, to gain and analyze knowledge. Also included is a persistent questioning nature; such as the child who wants to unlock all of the universe's secrets. These individuals may be preoccupied with logical and moral inquiries, way beyond their years. These children are prone to making insightful, but inappropriate remarks.

A person with **emotional overexcitability** is typified by having heightened, intense positive and negative feelings, somatic expressions, strong affective expressions, the capacity for strong attachments and deep relationships, and a well-differentiated feeling of self (Dabrowski). This individual may experience the world in extremes of highs and lows, akin to bipolar disorder. Life experiences may be equal parts beauty and trauma.

> "Most significantly, their emotional lives are richly complex and intense [being] flooded by unexpected waves of joy; feeling incredibly alive; and experiencing even the greatest pain [as] ecstatic and full of life" (Piechowski, 1991 cited in Grant, 1995, p.133).

All five can be areas of both problems and strengths. For example, an individual who experiences emotional excitabilities may be a compassionate, understanding, genuine human being, who has a strong desire to help others. Along with this desire comes an overly intense identification with others' problems and feelings, which can be destructive, if the individual does not have the capacity to separate from others. It is important for parents and teachers to be familiar with each of these categories, as they are often seen in the home and classroom.

Fitting into the world of peer relationships can be especially troublesome for gifted youths. Their interests, hobbies, and intellectual capabilities are in many ways more sophisticated than those of their age peers. These children often have little to no interest in many typical childhood pursuits, preferring instead to satisfy their own desires for knowledge and exploration (Webb, 1982, p.26). However, they still have the physical play needs of any child. Therefore, gifted children and adolescents need a variety of peers for their various intellectual, athletic, and emotional developments.

The need for a variety of peer groups stems from the fact that gifted children often share the trait of asynchronous development in which, " . . .advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm" (The Columbus group, 1991 cited in Silverman, 1994, p.113). In the gifted, this means their cognitive, emotional, and physical developments are uneven, and out of sync with each other.

This asynchronistic development leads to much confusion for both the child and the family. Many adults forget that the gifted child's emotional and intellectual developments are rarely at the same levels (Webb, 1982, p.16). The child is expected to act with an intelligence equal to his maturity level, not his age, and this synchronisity in behavior will not automatically occur. A ten year old with the intelligence and cognitive thought process of an adult, is still a child. These children may engage in a seemingly bizarre stream of actions, appearing mature and worldly one day, and childish the next (Webb, 1982, p.16).

Asynchronisity can create strife for the individual as well. Advanced cognition often makes the child aware of information that she can understand intellectually, but not emotionally. Children may have great ideas, which at age five, their hands may not be able to produce. This uneven development can lead to frustration, anger and depression; therefore, parents and helpers need to be aware of these developmental differences, in order to adequately understand

(see RYAN, page 17)

Appropriate Educational Placements for Advanced Secondary Students:

A Comparison of Student Characteristics Associated with Program Selection

Tandra L. Tyler-Wood
Maria Victoria Pérez Cereijo

There exists an urgent need to determine an educational plan which would facilitate highly capable students from the U.S. in fulfilling their academic potential. Coleman and Gallagher (1995) delineated twelve best practices for providing appropriate differentiated services for gifted students. One of the practices states, "Children who are gifted form a diverse group with a variety of needs and, therefore, require a range of service options. To serve the needs of secondary gifted students, a cadre of service delivery models are utilized across the United Sates. Strategies to serve students include:

- Enrichment in the classroom
- Consultant teacher model
- Resource program
- Community mentor
- Independent study program
- Special class
- Special schools"

About fifty percent of gifted secondary students are served in special classes where students are grouped together for the majority of class time and instructed by specially trained teachers (Gallagher, 1985). Gifted students are a heterogeneous group. Characteristics that might vary among gifted students are self-concept, extracurricular activities, specific academic interests and various levels of self-sufficiency. Coleman and Fults (1982) found that special programming for gifted elementary students had a negative effect on self-concept. However, some methodological flaws exist in the study. While the experimental group had a mean IQ of 136.28 the control group had a mean IQ of 118.18. Sayler and Brookshire (1993) compared the global self-concept of typical eighth grade students, accelerated eighth grade students, and eighth grade students placed in a program for the gifted. The global self-concept of both the gifted and accelerated groups were higher than those of the regular group. Manor-Bullock and Look (1995) reported that students who leave their high schools to attend special academic programs for the gifted may have left the high school setting because they felt uncomfortable and different from their peers.

In 1998, the Third International Mathematics and Science Study (TIMSS) compared a sample of the twelfth grade science and mathematics students in the United States to students in other countries. The U.S. students scored significantly below the international average on standardized tests at the twelfth grade level. Earlier TIMSS results showed that the achievement of U.S. fourth grade students was quite high, above the international average in both mathematics and science. In the middle grades, U.S. students began to lag behind and by eighth grade U.S. students score only slightly above the international average in science and below the international average in math. Advanced U.S. students fared no better than their average classmates. U.S. advanced math and physics students' performance were among the lowest of the TIMSS nations.

Clearly, an urgent need exists for developing U.S. talent in the math and sciences areas. Our most talented young people are performing far below their expected potential. The scholarship, inventiveness, and expertise that created the foundation for America's high standard of living and quality of life appear to be in question. Top U.S. students are less prepared to enter the work force or post-secondary education (U.S. Department of Education, 1998). Factors cited in the TIMMS, which contribute to the lack of preparation, include: a less rigorous curriculum, less homework and the lack of reading of demanding books. Commenting on the demise of the U.S. excellence in education, Desmond (1994) states, "Fueled by the indifference of the American people to the needs of children with special talents and buffeted by a failure of our schools to meet, much less, exceed international academic standards, a rising tide of mediocrity has begun to swamp our nation and extinguish the sparks of genius that have made America great."

Do different characteristics personify students who elect participation in a specific service delivery model? The current study seeks to determine if a "best" service delivery model can meet the needs of all gifted students or if certain student characteristics lend themselves to successful participation in a specific model, such as early college entrance.

METHOD

Participants

As they exited their senior year in high school, 78 academically talented students were studied to determine the relationship between early college admission, self-concept and academic aptitude. It was hypothesized that students who elected to enter college early did so because of differences in programming needs. All student participants resided in four southern states. Each participant had been identified and placed in gifted programs prior to fifth grade.

> The **scholarship,** inventiveness, and **expertise** that created the foundation for America's high standard of living and quality of life appear to be **in question.**

Service Delivery Models

The students represented three service delivery models available for academically talented students. Twenty-eight students participated in an early college admissions program. Rather than remaining in the high school setting, these students had been accepted and participated in one of two residential programs designed to allow gifted students to enter college one to two years early. The early admission students resided in special residence halls and participated in college courses with typical college students. Student participants could register for any courses in the university's core curriculum of courses for college freshmen and sophomores. Students participating in the program were given a special waiver so that college level courses could meet graduation requirements at the high school level. Each student in the program graduated from high school while attending college.

Twenty-eight of the student participants were served in a two-year program in high school with a differentiated curriculum for academically talented students. Students labeled academically talented could elect to participate in the differentiated curriculum or continue with regular high school courses. The differentiated curriculum students had participated in an integrated subject program where the curriculum was organized to reinforce similar concepts in math and science. Before each unit of instruction, students were pre-tested to determine knowledge of subject. Curriculum compacting was utilized to allow students to cover more information in shorter periods of time. Students met together for a two hour and forty-five minute block of time daily. The block period was equivalent to a math, science and lunch period. Blocking allowed students more time to participate in laboratory and field experiences. Because of curriculum compacting and the blocking schedule, students were able to complete more course work in areas such as calculus, physics, biology and discriminate math. The third group of students (n=28) remained in the regular high school setting. For academic course work, students typically enrolled in honors or advanced placement courses with other college bound students. No differentiated curriculum was available for the contrast group.

Instruments

As they exited their senior year in high school all students completed the Scholastic Aptitude Test (SAT) and the Dimensions of Self-Concept (DOSC). The SAT is a commonly administered college entrance exam, which assesses academic aptitude. The DOSC is a self-report inventory of

(see TYLER-WOOD & CEREIJO, page 20)

(from NEIHART, page 1)

be where do true disorders begin and where do habits, style, or propensities lie on the continuum? At what point do we say that a deviant behavior is not considered normal, but an abnormality to be treated?

Perfectionism vs. Compulsive Behavior

We often talk about gifted childrens' perfectionism, but little has been said about when striving and anxiety is no longer perfectionism but Obsessive Compulsive Disorder (OCD). OCD is an anxiety disorder that has been nicknamed the "doubting disease" because people who have it have difficulty knowing things with any certainty. The disorder is characterized by obsessions and/or compulsions (most sufferers have both) that cause significant distress to an individual and take up more than an hour a day of a person's time or significantly interfere with the person's social or academic functioning or routine.

An obsession is a recurring thought the individual feels she cannot shake. Common obsessions include extreme concern for symmetry or order, excessive concern that an assignment has been done incorrectly, and fear that something bad is going to happen. In an effort to reduce the anxiety aroused by the obsession, most people with OCD engage in repetitive behaviors called compulsions, the most common of which are checking, washing, and counting.

> . . . where do true **disorders** begin and where do habits, style, or propensities lie on the **continuum**?

Obsessions and compulsions, like all behaviors, fall along a continuum from not at all to all the time. Many of us make jokes about our own compulsive behaviors, but our compulsions are not distressing to us, nor do they take up inordinate amounts of time. Epidemiological studies estimate the prevalence of OCD to be about 2-3% in the population. Onset is usually gradual and often begins in adolescence.

A gifted student who has a checking compulsion may take longer and longer to complete schoolwork. Perhaps she insists on going over her work again and again, looking for errors. She continues to have doubts that it is not correct enough, (the obsession), so she checks it again. Her anxiety escalates as she begins to obsess that she's going to fail the class if the assignment is not perfect, and her subsequent checking and rechecking can become so time-consuming that she fails to turn her work in and falls behind. Her parents may be upset because she is spending so many hours on homework, and is not getting to bed on time.

Two treatments are effective for OCD: drug therapy and behavior therapy. One or the other helps many people, and many people choose to do a combination of the two. Medication does not cure OCD, but does often reduce the symptoms so that people feel more in control of their obsessions and compulsions. Medication also reduces the anxiety that accompanies the disturbing thoughts. Anafranil, Luvox, Prozac, and Zoloft are some of the drugs used to treat OCD.

Behavior therapy teaches people ways to reduce their anxiety and compulsions. Behavioral treatment includes exposing the person to the things she is afraid of and having her delay her usual response to her anxiety (exposure response prevention). Children learn to gradually increase this delay time. It is a very effective treatment. Initially, people may find the idea of behavior therapy frightening, but the success they experience with practice tends to override their initial fears. Many people see noticeable improvement in their symptoms after two to three months of behavior therapy and the benefits tend to last for years.

What Can Teachers Do?

Teachers can aware of the indicators of OCD and refer students they are concerned about. Teachers can also be familiar with common strategies for dealing with these problem behaviors and encourage OCD students to practice the strategies they are learning. For example, teachers, like families, need to learn to not participate in the OCD child's rituals, nor to support the child in avoiding the things that he or she finds anxiety-provoking.

High Energy, Drive, and Attention Deficit Hyperactivity Disorder

ADHD is a developmental disorder characterized by problems with inhibition and inattention. Most children with the disorder have difficulties with self-regulation. They are impulsive and inattentive. Some are only impulsive. In other words, ADHD is a disorder of self -control. It is persistent, pervasive, and dimensional and evident by about age four.

There is no such thing as late onset ADHD.

ADHD is a matter of degree, and that is why there is so much disagreement among professionals regarding the diagnosis. The determination of how much impulsivity and inattention is required to make a diagnosis is a matter of subjective clinical judgment. To further complicate matters, the symptoms of ADHD are also characteristic of other problems. The creatively talented student who is not challenged in the classroom may be more disruptive than a teacher is willing to accommodate or tolerate and be viewed as having an attention deficit. Anxious or oppositional children can also look like ADHD students so when there is a question, it is essential that the child be evaluated thoroughly by someone who is trained in differential diagnosis and who has some awareness of how instructional practices can affect motivation and behavior. Prevalence, then, is dependent on one's viewpoint, but epidemiological studies put it at about 5%. There is wide agreement among professionals that the disorder is overdiagnosed. Unfortunately, where to draw the line is going to vary considerably.

Why is there so much concern about ADHD? The disorder is quite serious, and is strongly correlated with other negative developmental outcomes when left untreated. For instance, ADHD is associated with conduct disorders, substance abuse, severe depression, and promiscuity. ADHD children have a high school failure rate that is four times that of children without the disorder. Studies estimate that anywhere from 15-30% of untreated ADHD children develop criminal behaviors as adults.

There is considerable consensus among mental health professionals that a child diagnosed with ADHD should be taking medication. Consensus is so strong on this issue that some consider it to be grounds for malpractice if a clinician does *not* recommend medication for ADHD. The reason for this stress on medication as a first line of treatment is because studies indicate medication is the most effective treatment, and because the risks for developing additional serious problems are so high without it. When the diagnosis is certain medication should come first, then other training.

Empirically proven treatments for ADHD include psycho educational counseling to parents and teenagers, teacher training about classroom management, parent training in child management, parent support groups, social skills training when it is embedded in the natural environment, and problem solving and communication training. About 40% of ADHD children will also need some formal special education services.

Differentiation of ADHD from other problems is not the domain of most school personnel. Someone with training and experience in child development and psychopathology should make the diagnosis. Use of a broad band rating scale and an ADHD rating scale may be useful in differentiating ADHD from depression and anxiety. Psychological tests are not useful for differential diagnosis, but a thorough parent interview is crucial. It is especially important to review both parents' family psychiatric history. Although teens tend to grossly underreport their ADHD symptoms, they are quite reliable about symptoms of anxiety and depression.

What Can Teachers Do?

A helpful rule of thumb is to reduce the child's age by 30% in your mind and consider them to have that level of self-control. Blind trials of medication can be very helpful when there is concern or hesitation about treating the disorder with medication. In a blind trial a pharmacist makes up placebo pills along with the medication. There is usually about a ten-day trial of each, and an assessment is made at the end of each ten days regarding the child's attention and impulse control. No one but the pharmacist knows when the child is taking the placebo and when the child is taking the stimulant medication. This way there is less bias about the effectiveness or ineffectiveness of the medication. Such trials can sometimes convince hesitant parents or students that medication is helpful, or convince overzealous teachers that medication is not the panacea.

The teacher of the gifted student with ADHD should also be aware that some of the instructional accommodations recommended for ADHD students may be contraindicated for gifted students. For example, the suggestion to provide more frequent but shorter work periods may not be welcomed by the gifted child. Gifted students tend to want time to immerse themselves in activities of interest and may be more frustrated by shortened work periods. Table 1 lists several accommodations that are helpful to students with ADHD.

Intensity, Sensitivity and Introversion

Asperger's Syndrome (AS) is a pervasive developmental disorder characterized by severe impairment in social interaction and restricted patterns of behaviors and interests. It is one of the autism spectrum disorders, but it is different from autism in that it has a later onset, and there is no significant delay in language, cognitive development, adaptive behavior other than social, age appropriate self-help skills, or curiosity about the environment. Aspergers is the "hot" new diagnosis. Prevalence was once believed to be quite rare, but clinical studies are now suggesting that it may run as high as .2-.3% in the general population. The syndrome is believed to last throughout a person's lifetime.

There are many similarities between the gifted child with Asperger's Syndrome and the highly gifted child, so how can you tell which is which? Both tend to be highly verbal, with an early interest in words or numbers. Hypersensitivity and intensity are common, though not universal, and both may manifest emotional reactions (particularly anxiety or aggression) that seem out of proportion to events. Distinguishing normal giftedness from giftedness with Asperger's is not too difficult, however, once one knows what to look for.

Although both normal and AS gifted children can be very verbal, the latter tend to be pedantic in their speech. Both can express very fluent speech, but the speech of the AS child tends to be seamless, running on and on, mixing personal accounts with factual information. Observers will also quickly note the absence of or inappropriate affect of the Asperger child. This is not a characteristic of gifted children. Gifted children are not nearly as rigid about routines as some AS children are either, and are not as likely to become as aggressive or anxious when routines are disrupted. Perhaps the single most distinguishing characteristic is the AS child's inability to understand and appreciate others' viewpoints. Gifted children without the disorder are generally aware of their idiosyncrasies and understand that others will see them as odd. The AS child is oblivious.

- Use lower accuracy quotas that increase overtime with child's success
- Eliminate high appeal distracters
- Allow some restlessness at work area
- Be animated, theatrical, and responsive
- Invite the students to teach with you
- Don't reinforce speed of response (that reinforces impulsivity)
- Reinforce thoughtful, think aloud approach
- Minimize lecture
- Put more difficult subjects in the morning
- Allow untimed tests
- Have a hierarchy of negative consequences for misbehaviors
- Don't expect such students to motivate themselves.
- Be willing to use a token economy system of reinforcement with younger students.

Table 1

Treatment for Asperger's Syndrome focuses on information and support, and managing or accommodating symptoms. The most important step in treatment is diagnosis and securing appropriate educational services. Sensory Integration Therapy can be very helpful in reducing hypersensitivity to sensory stimuli (e.g. tactile defensiveness). This therapy is provided by a licensed occupational therapist. The tendency of AS individuals to adhere to rigid rules and routines may be helpful in establishing patterns of adaptive behaviors. Social and communication skills are best taught in a group setting through repetition, social stories, and mirroring. Medications may be helpful to treat specific symptoms such as aggression, compulsions, or anxiety.

The use of visual supports, either with pictograms or written words, can be extremely beneficial in helping the child to sequence behaviors so he or she can manage in the classroom. Visual supports include icons, pictograms, or words that are sequenced to visually represent an activity, behavioral expectations, or a routine. For instance, a gifted high school student with Asperger's Syndrome may find it helpful to carry a bookmark that visually depicts what the sequence is once s/he leaves a class and heads to another. Or, a junior high AS student who is taking an accelerated class where a lot of social interaction is required may benefit from a visual support that reminds him or her of what the behavioral expectations are for that class. AS individuals are such strong visual thinkers that they may need to *see* it to be able to do it. Visual supports help AS students manage their anxiety because the cues help them to anticipate what's next. Younger gifted AS students should probably always have some visual supports available to them. School personnel may be amazed by the dramatic improvement that quickly results in a gifted, AS child's behavior when visual supports are added.

To be most effective in supporting the positive adjustment of gifted children it is helpful to dialogue across and within disciplines. All of us together are more knowledgeable than any single one of us. We may not always agree, but the dialogue increases our understanding, expands our perspectives, and builds our skills to help the children we care about. Readers interested in obtaining more detailed information about the conditions mentioned here may wish to consult the following recommended resources:

OCD Foundation
PO Box 9573
New Haven, CT 06535
(203) 772-0565

The National Attention Deficit Disorder Association
9930 Johnnycake Ridge Road, Suite 3E
Mentor, OH 44060
(440) 350-0223

Internet sources:

www.NIMH.NIH.Gov/Publicat/OCD.HTM
www.NIMH.NIH.Gov/Publicat/ADHD.CFM
www.NINDS.NIH.Gov/patients/disorder/asperger
www.asperger.org
www.OCFoundation.org
www.add.org

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Rapoport, J.L. (1989). *The boy who couldn't stop washing: The experience and treatment of Obsessive-Complsive Disorder.* New York: E.P. Dutton.

Maureen Neihart, Psy.D. is a clinical child psychologist and former member of the Board of Directors for the National Association for Gifted Children. She is currently cochairing NAGC's task force on the social and emotional needs of gifted children with Dr. Nancy Robinson. Maureen and her husband, Doug (a school administrator) live in Laurel, Montana. Maureen has been counseling gifted children and their families for more than twenty years.

(from DELISLE, page 5)

It takes only a quick glance to realize that the issues above are faced as frequently today by gifted children (and their parents) as they were back when Hollingworth first identified them. This commonality was not lost on Silverman, who wrote in 1990 that "gifted children need exactly the kind of curriculum, programming and appreciation for their social and emotional development that Leta Hollingworth provided almost 70 years ago."

What will it take for us to act upon the wisdom that is so apparent in these words? Fifty years from now, the issues will be very similar, but will the desire to address them be any more focused than today? A good question, indeed.

The Soulmate Search:
Giftedness as a Social Liability.

> Some people assume I'm conceited and untouchable, or impossible to get along with. They've heard of me but they don't know me in person. They've read the reviews and think they've read the book. (*American Association for Gifted Children*, 1978, p. 20)

I often wonder why stereotypes exist about gifted children. On a part-time basis, I teach gifted students in grades 7-8, 36 students per class. I dare anyone to come up with an image, a stereotype, that fits even half of these kids. Some are among the school's best athletes while others win awards for all manner of academic events. Some win both. Most have friends both inside and outside our class, while a few are fairly isolated from the social milieu that is a typical aspect of junior high school. In other words, they mirror our school's population as they mirror our town's population: a human goulash of personalities, minds and attitudes. How does one get pigeonholed within such diversity?

Abraham Tannenbaum (whose brilliant 1983 book, *Gifted children: Psychological and educational perspectives*, rivals Hollingworth's in excellence) wondered this same thing when, back in 1962, he described eight imaginary high school students in short, three-sentence descriptions. Each description included information on the student's academic ability (brilliant or average), school effort (studious or a slacker) and sports' abilities (athletic versus non-athletic). Then, Tannenbaum asked 615 eleventh graders to rate these classmates on 54 character traits, asking, in effect, "Would you want this person to be your friend?"

The results? No surprise. The most socially accepted student was the *brilliant, non-studious athlete*, the kid who "had it all" but didn't appear to need to work at it. The least acceptable student was the *brilliant, studious non-athlete*, which led me to conclude that "a gifted student who studies—which is, of course, the societal stereotype of the gifted nerd—is a social leper, removed from acceptance in an adolescent context in which taking pride in one's achievement is risky business." (Delisle, 2000, p. 51)

It's been almost forty years since Tannenbaum did his classic study. Have we come any closer to an accurate, social interpretation of gifted children; one that downplays the "dweeb factor" while accentuating the positive? My guess is that we have been somewhat successful in this realm, as the current push for academic performance in our nation's schools has reached a crescendo through high-stakes testing. These days, in many schools, it is cool to be an achiever. But, at the same time, when the media portray gifted classes as a holding tank for misfits (as on Fox's *Malcolm in the Middle*) , one has to wonder if the entertainment value of smart kids acting stupid is just too lucrative for the media to abandon.

As an American culture, we have always been suspect of those whose light seems to shine too brightly, as if the intellect of the gifted few causes a poor reflection on the non-gifted many. Of all the issues that gifted child advocates need to confront in the years ahead, I believe this social aspect of growing up gifted in a society that is ambivalent towards intellectual brilliance is of paramount concern. The reasons for this in terms of gifted children's self-esteem is obvious but, as explained in the next section, it has academic implications as well.

Underachieving to Survive: The Gifted Child at Risk

"I like him, mom. He doesn't want to fix me."

—Jacob, age 14

There are few subspecialties in GCE that have garnered as much attention over the generations as the topic of underachievement. Unfortunately, some of the worst research and advice to be found in our field exists within this area. In fact, more than a generation ago, Raph and Tannenbaum (1961) analyzed more than 90 studies on underachievement and came to this conclusion: the studies' results were so varied and contradictory, that there was no way to say definitively what worked and what didn't. I would predict that a similar study done over the last 30 years of research on underachievement would yield the same inclusive findings. Why? Read on . . .

The brief quote that begins this section came from one of my former students, then in eighth grade. I met with Jacob once weekly, for 30 minutes, when the school counselor thought it might do Jacob some good to connect with someone on a one-to-one basis. Jacob's grades ranged from "B" to "F", his seventh grade GPA was 1.6, and by his own admission he hung out with the "wrong" kind of kids. He did this because, as he later told me, "Since everyone puts them down for being who they are, I thought we had something in common."

When Jacob and I met, we just talked. Correct that: initially, I just talked! Why should Jacob, an adolescent who had been told for years that we "wasn't working up to his potential" trust another adult stranger with too many graduate degrees? He'd seen my kind before, no doubt; well-intentioned others who tried to convince him that he could do better in school if he only made some effort.

During our first meeting, I relayed a few messages to Jacob:

1. I wouldn't meet with him if he didn't want to meet, but . . .
2. If he did agree to meet with me and he forgot to show up, I would have his permission to find him in his study hall. (This could risk embarrassment from his friends, I thought, which is why I wanted his permission to do so.)
3. Neither he nor I would prepare anything in advance to talk about during our meetings. If all else failed, we would play poker.
4. If he thought it would be a good idea to intervene on his behalf with a teacher, I would do so. If I thought it would be a good idea to do the same, I would do so.
5. I *wasn't* meeting with Jacob to try to get him to do anything he really didn't want to do. I *was* meeting with him because his school counselor thought we would get along well. If Jacob's grades or attitude about school improved, that would be a bonus.
6. He could e-mail me anytime between our meetings if he had something to say. I would do the same with him.

Our meetings took place over the course of just one year, the same year Jacob was enrolled in my 8th grade program for gifted students. Early on, our conversations were about nothing in particular—his favorite video games or TV shows. Later, he spoke more of his two dads, his doting mom, and his two sisters, one 16 years old and the other 11 months. When he was out of school for ten days, and then returned looking ragged and tired, he told me of his grandfather's death and how he had to move in with his grandmother for a while because she hadn't lived alone for years, and she was scared. "I didn't mind helping her out," he said, realizing that his role of grandson had expanded way beyond what it had been before.

One day he announced that he was cutting his shoulder-length hair and buying some clothes that were not two sizes too big. I asked why.

"Because I'm tired of being followed around by security guards every time I walk into Wal-Mart. I guess I look like I'm going to steal something."

"How will your friends react to your new look?" I asked.

Jacob shrugged, and without even a semblance of humor or sorrow, told me bluntly: "They've been one of my biggest problems for years. It's time to move on."

. . .Which he did, literally and figuratively. Now a 10th grader in another school system, Jacob still keeps in touch and sends me pictures of himself through e-mail to "prove that he still looks clean." He ended 8th grade with only one low grade, a "D" in math, but since it was in a challenging class and not the "dummy class" (his words) that he had been enrolled in initially, he took solace in this. "I don't mind as much doing bad in a hard class, " he said. I agreed with him that there was some comfort to be taken in a "hard math 'D'".

On our last meeting of the year, I picked up the never-used deck of cards that I had always brought along. Proudly, I said to Jacob, "Do you realize we always had enough to talk about that we never even took these out?"

And then, the grin: "That's 'cause I didn't know how to play poker so I always made up something to say!" Jacob laughed. So did I.

Did I try to "fix" Jacob? I certainly hope not, as he was perfectly all right as he was. What he needed was understanding and affirmation, not coercive contracts or grade-dependent consequences, the supposed antidotes for underachievement. Jacob knew what he was capable of doing, and he was more aware of his knowledge gaps than anyone else. If instead of just talking I assumed the role of tutor or teacher (he'd had plenty of both), I can't imagine that Jacob would have opened up as he did about his friends, or dab his eyes unashamedly whenever he mentioned his grandparents, or giggle like a toddler when he spoke of the joy that his baby sister brought into his family's life.

I present this extended scenario of Jacob because just about everything I did with him goes against most of the advice parents and educators receive about reversing the pattern of underachievement, that is, to reward good behavior and grades, to require certain levels of performance to earn desired privileges, and to applaud efforts to fit into systems of rules and schools that may, in fact, actually be promoting the underachievement. Indeed, in an especially egregious case of disrespect for the individual, Rimm (1995) describes cases of underachievement through one-dimensional caricatures that are alarming. "Passive Paul," "Manipulative Mary," "Depressed Donna," and "Dramatic Dick" are among the sixteen "prototypes" of underachievers, each one a fictional dramatization, a parody of the real thing: a gifted children who is not achieving for reasons that are complex and varied. This is just one example of some of the shameful and negative depictions of underachievers seen in the literature on this topic. With rare exception, almost nowhere in the research on gifted underachievers is there a hint of possibility that the child who chooses to underachieve does so as a sign of survival, not rebellion.

Only in 1980 did a study focus on underachievers as individuals, not subjects; as learners, not losers. It is a crime of omission that this study, and its premise and methods, has not been replicated dozens of times.

The work, of course, is by Joanne Whitmore, as reported in her groundbreaking book, *Giftedness, conflict and underachievement* (1980). In it, Whitmore reports on a multi-year intervention she employed as a classroom teacher serving highly gifted, low achieving primary school students. Through the implementation of a hands-on curriculum that focused more on concepts than worksheets, undergirded by a structure based on respectful acceptance of even aberrant behaviors, Whitmore found that her students began to succeed as students. More importantly, they began to see themselves as worthwhile people.

More than 25 years after leaving her classroom, Joanne Whitmore reflected on why her program was so successful. Here are her remarks:

1. *All* children, including the gifted, want to achieve success in school—academically and socially.
2. *None* of my children manifested low self-esteem and patterns of underachievement before entering school; their underachievement was content-specific
3. Classroom conditions, social and academic in nature, had taught my children that non-engagement was safer and more rewarding than engagement. Appropriate classroom conditions with peers, curriculum and instructional approaches can reverse even the most severe patterns of underachievement in young children.

(Delisle, 2000, p. 73)

In more recent years, some isolated studies of underachievement (Baum, 1990; Emerick, 1992) have looked as this phenomenon from a positive, non-judgmental basis, but if one wishes to benefit from the best research ever done on this complex topic, it is best to stick with the original: *Giftedness, conflict and underachievement.*

If he were here, Jacob would thank you.

In Conclusion: A Tribute To Our Forebears

The area of social and emotional development of gifted youth has concerned educators, parents and psychologists since the beginning of our field. In one way or another, despite our many differences in viewpoints regarding how best to challenge the minds of gifted students, there is an underlying, and sometimes, unstated, concern for their happiness and well-being as people.

To conclude this article, I thought I would condense some of the good thinking that has come forth from our forebears, those legends in the looking glass whose words and presence continue to permeate our field, whether or not they are still alive to share it with us. From *Once upon a mind*, then, I present a few of the best:

E. Paul Torrance, in 1995:
"(In 1968) I predicted that in the future we shall have to depend upon creatively gifted members of the disadvantaged and minority cultures for most of our creative achievements . . .Our creative achievers will be those who accept only those parts of the dominant culture that are true and hold to their individuality . . .It will be they who possess the different element, the divine discontent, and the clearness of vision to see when the king wears no clothes." (p. 23)

J.P Guilford, in 1950 :
"I am not opposed to the use of multiple-choice or other objectively-scorable tests in their proper places. What I am saying is that the quest for easily objectifiable testing and scoring has directed us away from the attempt to measure some of the most precious qualities of individuals and hence to ignore those qualities." (p. 37)

John Feldhusen, in 1999:
"Tests are still good and helpful in the academic realm, but that is about all they are good for. If a teacher or parent or uncle or aunt or grandfather or whoever it is says, 'Please give Donny a chance, I think he's got something going', we must never turn him away." (p. 58)

Gina Ginsburg Riggs, in 1998:
"I have felt for a long time that if gifted education is to become legitimate and if gifted children are to be respected and liked, revered for what they can do to contribute to the quality of our lives, we have to sell their special needs and we have to ask the private sector to help us educate them." (p. 108)

George Betts, in 1999:
"What I have learned is that a lot of times disenchanted kids don't have a passion related to school, but they do have one out of school . . .If so, we should start out at the exploration level and investigate what they can learn about that passion that applies to school. . . For passion learning, I think one of the most important things a teacher can do is just get out of the way." (p. 178)

Claude Brenner, a contestant on the TV show "Quiz Kids" in the 1950s:
"MIT was a chastening experience. When you came after having graduated first in your class, you discovered that everybody had graduated first in his class. . . I wanted to make it with a girl because I was charming and good-looking and debonair and dashing and persuasive and seductive, not because I was a Quiz Kid." (p. 249)

Leta Hollingworth, in 1922:
"Should all children who test very high, as regards intellect, be educated for science, for the professions? . . . Should society induce some of them to join the manual trades, as hand workers? Should unskilled labor be drained by educational policy more thoroughly than it now is drained by competition, of all first-rate intelligence? These are disturbing questions of consequence, which affect the educator." (p. 209)

Annemarie Roeper, in 1997:
"We seem to cut everything into smaller and smaller pieces. We never look at the whole, the soul, the mystery of the individual. We try to understand the child with the intellect,not with our empathy, our emotion. We judge, we evaluate. Feeling has a low priority. We have lost the vision. I feel we must reinstate the psyche to its proper place." (p. 189)

Dorothy Sisk, in 1997, describing her first year as a teacher of gifted students:
"In those days, we had playground duty and I remember standing out on the field and Dale—who was probably my highest gifted kid; a brilliant, brilliant child—was way off by himself by the fence. So, I asked Ralph to go see what was wrong with Dale. As I watched him run over to Dale, and then return quickly, saying, 'Dale's OK--he's just thinking.' From that encounter I internalized the idea that gifted kids sometimes need to be alone. Sometimes they just need to think. Nobody taught me that—or, I guess Dale did." (p. 148)

Alexinia Baldwin, in 1998:
"I started to school when I was four years old and entered high school at age eleven. I was pushed through and felt that I missed a lot. I got accelerated but didn't get the kinds of in-depth knowledge I needed. I missed a lot, but teachers assumed that I would be able to accommodate." (p. 46)

William G. Vassar, in 1998:
"I met with parents in a very affluent school district one night. One woman was talking about how everyone should be treated equally. I asked her if she had trash collectors in her town. She said, 'Oh, yes. And they are very good ones!' I said back to her, 'That's fine. Now, tell me the last time that you invited those trash collectors to your Christmas cocktail party.' Her face just fell. If you believe in heterogeneous grouping of students, that's fine. If you believe in homogeneous grouping, that's fine, too. But if you're trying to tell me that you're going to equalize education by putting everyone together in the same place, you're wrong." (p. 55)

James J. Gallagher, in 1997:
"When I was about six, I went to a special school for gifted kids run by the University of Pittsburgh... I didn't feel strange about going to a special school because all the kids were the same. The issue of being away from the neighborhood school was a problem, though. I didn't have as easy a social life as I might have because I was traveling on the streetcar all the time. But I was always interested in athletics. I played baseball, softball and football as often as I could, and sports gave me an entry into a social world." (p. 161)

The National Society for the Study of Education Yearbook, 1924 edition:
"The biggest question and the most difficult solution (in educating gifted students) is undoubtedly recognized as this: 'How shall their superior powers be challenged, and how shall curriculum and schoolroom procedure be modified to meet more fully the rightful demands of superior endowments?'" (p. 169)

I hope you have enjoyed this visit to our field's past. In many ways, the wisdom of the ages will do what it has always done: guide our future. Safe passage to you!

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James R. Delisle is Professor of Education at Kent State University and a part-time teacher of gifted students in Twinsburg, Ohio. His next book, coauthored with Judy Galbraith, will be on guidance and counseling of gifted students. It will be released by Free Spirit Publishing in August, 2001.

(from RYAN, page 7)

and provide the necessary help.

Adolescence is a time especially fraught with perils for this group, with the addition of conflicts between intellectual and peer group needs (Gross, 1989; Classen and Classen, 1995; as cited in Moon, Kelly and Fieldhusen, 1997, p.22) This is the time when these individuals may begin denying or hiding their talents. It is no longer "cool" to be smart. Fitting in with a peer group and belonging have become more important than intellectual and creative abilities. For gifted children, the price of acceptance can be quite high, as going along with the group usually means putting aside personal beliefs and values.

When discussing the needs of the gifted individual, it is important that strengths are not forgotten. Nearly every problem mentioned earlier has a flip side that can create a great strength. For example, the emotional makeup of gifted individuals that may cause them so much pain, may also provide a strong sense of integrity and personal values. Many of these children survive crisis due in large part to a sense of humor and flexibility. They can both laugh at and bend with the world. They are often great problem-solvers, possessing an avid curiosity and tenacity. Other strengths encompass responsibility, cooperation, dedication, initiative and creativity.

It is essential that when looking at the gifted child, they are looked at as a whole, and both their strengths and weaknesses are considered. By focusing solely on the deficits and the problems, victims are created and the individual's personal power is denied. The ability to turn problems into strengths is at the core of helping the gifted.

> Ultimately, "... the ability to achieve success... in their lives will most likely be determined by the decision to rely on their strengths rather than to surrender to the many problems which they will undoubtedly encounter as they mature" (Callahan, Cunningham & Plucker, 1994, p.104).

Adolescence is a vulnerable time for all teenagers, and gifted youths are no exception. There is a common misconception that gifted and talented youths have their worlds under complete control, suffer from few personal traumas, and do not need special attention, special education or special teachers who understand their emotional needs. However, the opposite is true. "Giftedness does not preclude the possibility that adolescents will experience serious emotional trauma" (Kiln & Meckstroth, 1985 cited in Strip, Swassing & Kidder, 1991, p.124). It is important to note that although most children and adolescents encounter some strife growing up, "... [gifted] students can, however, experience emotional problems capable of crippling the human spirit" (Fergson, 1981; Schauer, 1976 cited in Strip, et al., 1991, p.124).

In order for gifted children to develop into healthy, fulfilled, actualized adults, there are certain needs that must be addressed, and teachers are in the perfect position to help address these needs. First and foremost, students should be assisted in discovering who they are, and in accepting and liking that self. They must understand and accept the ways in which they are similar to and the ways in which they are different from other people.

It is important that parents and professionals are aware of the special needs and strengths of this population. Without an adequate understanding of the gifted "experience", the proper help cannot be offered. Although all children and adolescents share certain universal experiences and problems, the perspective and the social, emotional, academic, and guidance needs for the gifted are unique.

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Julianne Jacob Ryan, LMSW, M. ED. in special education with an empahsis in gifted, is a mental health counselor and a school social worker. She writes and gives workshops, and presentations on the specialized needs of the gifted and talented.

(from BATSON, page 3)

to work and struggle because we know that more will be expected from our young people as they enter the world of the 21st century, and we know that it is imperative that they all enter that world together with hope and opportunity.

We have made a special and successful effort in recent years in beginning to uplift our low-income youngsters, our minority youngsters and our special needs youngsters. These steps, which must indeed be accelerated, are crucial to building the kind of Texas we all want – a state characterized by equity and excellence for all its citizens. The goal in a 1999 appropriations bill says it well:

> "The Texas Education Agency ("TEA") will build the capacity of the state public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science and social studies by developing and communicating standards of student achievement and district and campus accountability."

While we have made progress toward that goal in the past 10 years, we still have so much to achieve. This paper addresses our specific shortcomings with respect to youngsters of all income levels and ethnicities who are either gifted learners or who are gifted and underachieving. Let us be clear: TAGT's mission is to specifically advocate for gifted learners, not necessarily all high achievers, a much broader group. However, we believe that it makes strategic sense

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to align our goals with this broader group on some issues in order to achieve success. Gifted students stand to benefit significantly, as do all high achievers.

Data analysis completed by Just For The Kids reveals that 50% of grade 3-8 students who took the Texas Assessment of Academic Skills (TAAS) reading assessments in 1999 scored an 85 or above on the Texas Learning Index (TLI). This same data analysis reveals that more than 40% of these students scored a TLI of 85 or more on the TAAS mathematics assessments. Just for the Kids believes, and Texas Education Agency staff confirms, that scores above 85 are very unreliable indicators of learning proficiencies and deficiencies of students. A score above 85 would indeed indicate that a youngster is "doing well" and is "at grade level," but it would demonstrate neither the depth nor complexity of the student's academic mastery nor the academic level at which the student performs. For example, a third grader with a 90 TLI score in reading on the TAAS might be reading at the third grade level, or at the fourth grade level, or even at the fifth grade level. And there would be no item analysis to show which specific proficiencies the student has mastered in that wide range of possibilities.

In Texas, our robust accountability system operates on the basic principle that "what gets tested is what gets taught." And, so, the problem – simply stated – for youngsters who score above 85 on the TLI is that:

a) we cannot diagnose academic needs,

b) we do not have appropriate information about academic achievement, and

c) therefore, we have no way of holding the system or key players in the system accountable for these students' achieving a year's growth (or any measure of growth) for a year in school. In fact, as well, there are no measures in the accountability system that would yield consequences dependent upon how well we educate these students.

This predicament is unfortunate for at least two reasons. We say we owe all children an exemplary education, and yet we are not structured to provide that education for gifted or advanced students. And, as we raise the bar and encourage more youngsters to go to college, we are failing to advance the very youngsters (of all income groups and ethnicities) who show the greatest promise of attending and succeeding in college and then becoming the innovators and scientists, the doctors and engineers, the poets and inventors who will lead our way into the future.

PLAN OF ACTION

The Texas Association for the Gifted and Talented advocates the following measures to improve the education of our state's gifted children:

1. Set high standards with well-defined accountability measures for the education of gifted and talented students, K-12.

For the long term, the system ought to be equally accountable for advancing all children, including gifted children, at a pace that challenges them to meet their full potential.

In the short term, immediate steps should be taken:

(a) This Legislature should direct the Texas Education Agency, on a pilot basis, to offer alternative assessments that would show the extent to which youngsters scoring beyond 85 on the TLI are performing beyond grade level. The Texas Education Agency staff would be expected to consult with external assessment experts with experience in developing cross grade assessments; these external experts will assist in selecting alternative assessments;

(b) The Texas Education Agency should be appropriated modest funds to encourage a diverse range of schools to voluntarily participate in the pilot (mentioned above). These funds would support purchase and/or design plus implementation of the alternative assessments as well as effective professional development and other strategies that would help educators respond to the new data and lead to appropriate educational opportunities for gifted students;

(c) The Texas Education Agency should be directed to begin consideration, in conjunction with the pilot, of ways of measuring gains for youngsters with scores greater than 85 on the TLI and to implement such measures as a part of the accountability system over the next five years; and

(d) The Texas Education Agency should be funded an additional $1,000,000 (total $1.5 million) to continue and complete the work of Rider 69 to the 1999 Appropriations Bill to determine unique standards and accountability measures, particularly for gifted education, K-12. These standards and measures should be considered and incorporated into actions taken by the Texas Education Agency with respect to making sure that the accountability system addresses the needs of all gifted children within five years.

2. Expand the scope of the Texas reading initiative and any other new statewide initiatives to provide appropriate challenges for gifted students.

In particular, as part of the professional development of second grade teachers in 2001 and any further reading training funded by the 77th Legislature, meaningful training components should be developed and utilized to show teachers how to help advanced readers not only by expanding

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their reading skills but also by developing their skills to locate, analyze, synthesize and evaluate information and derive meaning from print. With the current system, particularly in the early grades, the focus is on readers who are lagging behind. Readers who are functioning above grade level, sometimes significantly above grade level, are not challenged to achieve to their fullest potential. Appropriate reading materials also are needed, as these youngest children require access to materials generally reserved for children several grades ahead.

Commissioner Nelson has indicated, with support from the Governor's office, that he intends to propose a mathematics initiative to the legislature that will primarily ready students in grades 4-8 to take and pass algebra. The goals set out in SB 103 and our state's recommended and distinguished high school curricula call for proficiency well beyond Algebra I. This initiative, therefore, should at least in small part, help teachers educate advanced youngsters in the affected grades so that they may be challenged to take on mathematics work that is appropriate for their ability.

3. Increase funding to provide appropriate educational services for gifted and talented students, K-12.

In the 76th Legislature, weighted funding was approved for 186,000 gifted students. However, there are approximately 330,000 identified gifted students. African Americans, Hispanics and low-income youngsters are inadequately identified and poorly served.

School districts across the state ought to be given incentives by the Legislature to identify and serve low-income and Hispanic, African American, and other gifted students of color by providing weighted funding above the 186,000 level for all gifted students of color and low-income gifted students who are newly identified and served. In 1998-99, more than 14% of all Texas public school students were African American yet just over 10% of identified gifted/talented students were African American. Almost 39% of all students were Hispanic but only 24% of identified gifted/talented students were Hispanic.

4. Require certification in gifted education for teachers of gifted students.

Gifted and talented students frequently have unique academic needs and different learning styles. In order for them to achieve at the levels that they are capable of reaching, they need teachers with specialized teaching skills, and they need access to higher-level curricula, particularly in the subjects in which they excel. Most classroom teachers do not have the time or training to provide special curricula for these students or to present material in such a way as to fully motivate the gifted learner to excel.

GUIDANCE & COUNSELING OF GIFTED STUDENTS

(from TYLER-WOOD & CEREIJO, page 9)

five school-related factors of self-concept. The instrument provides five factor scales in the areas of: Aspiration, Anxiety, Academic Interest and Satisfaction, Leadership and Initiative, and Identification vs. Alienation. For the secondary school population, reports of validity and reliability fall in the acceptable range. The DOSC was developed to measure non-cognitive factors associated with self-esteem or self-concept in school settings (DOSC, 1989).

RESULTS

A comparison of exiting scores was conducted using a series of three ANOVAs. All three groups differed significantly ($p<.05$) on total SAT scores (See Table 1). On the quantitative section of the SAT, the early college admission students scored significantly ($p<.05$) higher when compared to the contrast group. On the verbal section of the SAT, early college admission students scored significantly ($p<.05$) higher when compared to students participating in the differentiated curriculum and students in the contrast group.

Exiting scores on the DOSC were compared among the three groups using a series of five ANOVAs (See Table 2). The analysis of the data indicated that students in the early college admissions group scored significantly ($p<.05$) higher when compared to the contrast group students on the subscale of Aspiration. The Aspiration subscale reflects behavior patterns that portray the degree to which achievement levels and academic activities are consistent with students' perceptions of their scholastic potentialities. Students in the contrast group scored significantly ($p<.05$) higher on the subscale of Identification vs. Alienation when compared to the other two groups, indicating that students who remain in the regular high school setting identify more closely with their peer group. Students in the early college admission group scored significantly ($p<.05$) higher on Academic Interest when compared to the other groups. The Academic Interest subscale is purported to measure degree of intrinsic motivation gained by students in performing academic work.

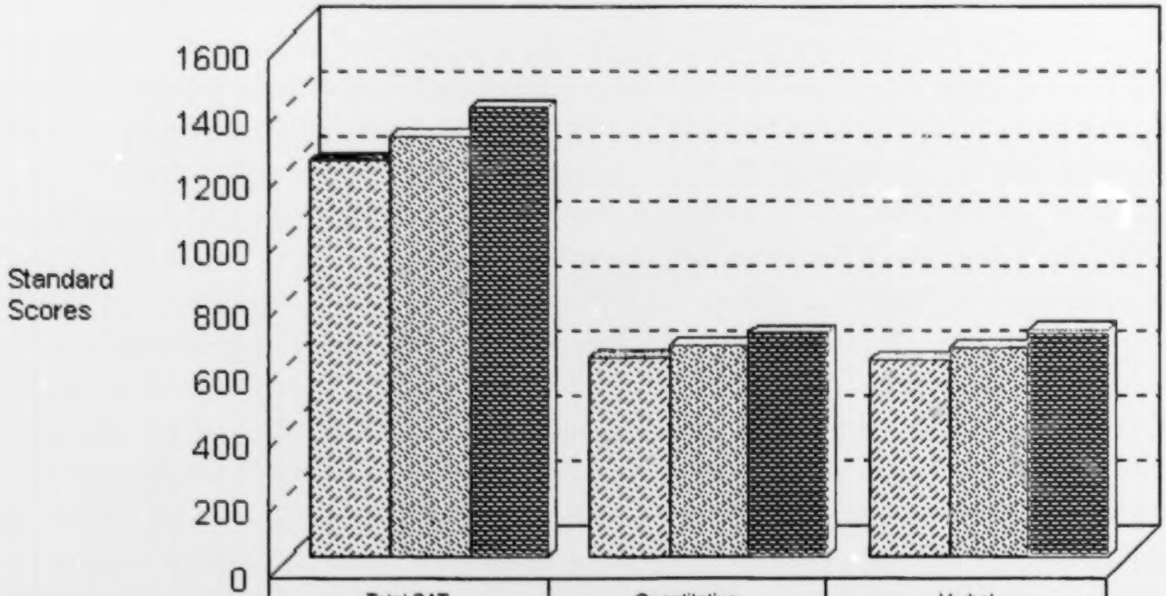
The 56 students who remained in high school were surveyed to determine why they had elected to remain in the high school setting as opposed to entering college early. Twelve students indicated that they were not aware that early admission to college was an option. Thirty-two students indicated that they remained in high school because of sports, band, cheerleading, or other extracurricular activities. Six students indicated they remained in high school for financial reasons. Two students indicated they remained in high school for "other" unspecified reasons. Four students did not respond to this question on the survey.

DISCUSSION

Reis and Follo (1993) have explored a total of seven models, which are employed to provide services to the academically talented secondary student. Gallagher (1985) surveyed 1200 secondary teachers, administrators and parents and determined that advance placement classes within the high school were the most preferred service delivery model for secondary gifted students. The current study indicates that we should question the feasibility of finding one service delivery model to serve all secondary gifted students. An array of service delivery models is necessary to meet the needs of the academically talented students. At the equivalent of the end of their twelfth grade year students showed significant differences on the subtests of the DOSC. However, the current study has some limitations. Because no measure of self-concept was administered at an early age, it is impossible to determine if changes in self-concept occurred because of programming choices or if differences in self-concept were inherent. It is important to note that significant differences exist among the three groups on the variables of SAT scores and DOSC scores. There appears to be a need for an array of programming options to meet the needs of gifted high school students. It is important to make high school students aware of various programming options available. It is also important for students to understand that student characteristics may vary among the programming options. Students who elect early college admission may be more academically oriented and less concerned with the social opportunities high school offers. Students electing to enter college early may find that students in the early college admissions program are more academically oriented when compared to gifted students who elect to remain in high school. Additional research should be conducted to determine at what age differences in self-concept became apparent among the participants in the three service delivery models. If one can determine which student characteristics are best suited for each service delivery model, the information could prove most valuable in assisting gifted students with programming options.

Table 1

Comparison of SAT Scores of Contrast, Differentiated and Early College Admission Students



	Total SAT	Quantitative	Verbal
Contrast ▨	1218	615	603
Differentiated ▨	1295	651	644
Early College Admission ▨	1383	685	698

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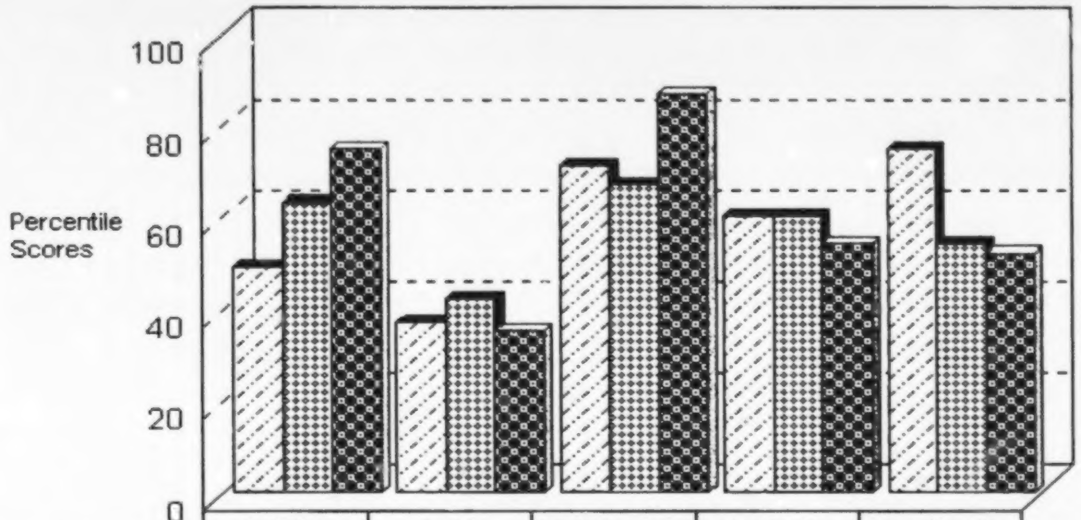
Table 2

Comparison of Mean DOSC Percentile Scores of Contrast, Differentiated and Early College Admission Students



	Aspiration	Anxiety	Academic Interest	Leadership	ID vs. Alienation
Contrast	49	37	71	60	75
Differentiated	63	42	67	60	54
Early College Admission	75	35	87	54	52

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Dr. Tandra Tyler-Wood is an assistant professor in Technology and Cognition at the University of North Texas. She is program coordinator for the Special Education Program and teaches courses in the area of gifted and talented. Her research interests include assessment and programming issues in gifted education.

Dr. Maria Victoria Pérez Cereijo is a diversity scholar at the University of North Texas. She currently teaches in the Department of Technology and Cognition. Her research interests include: design, development, implementation, and assessment of Web-based courses; internet based classroom communication and instructional effectiveness; technology and the learner.

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(from GOREE, page 2)

gifted and talented children. You have a voice...you have an opportunity to make a difference. Please contact the elected officials in your constituency, and express your desire to ensure that gifted youngsters in the state of Texas are afforded the educational opportunities they so desperately need and deserve!

On behalf of the Texas Association for the Gifted and Talented, I would like to express my gratitude to you for choosing to be a member of the world's largest advocacy group for gifted youngsters. I look forward to serving as the president of TAGT and invite you to enthusiastically participate in striving to address the pressing issues and circumstances that gifted children face daily in classrooms around the state. Together, we can be influential. Together, we can make a significant difference. Together, we can continue to forge a trail that leads to appropriate educational opportunities for gifted children.

HUMANITIES BOARD ANNOUNCES OUTSTANDING TEACHING NOMINATIONS FOR 2001

The Texas Council for the Humanities (TCH), a state partner of the National Endowment for the Humanities (NEH), is now accepting nominations for the 12th anniversary of its *Oustanding Teaching of the Humanities Awards*, an annual program to recognize and reward exemplary contributions of humanities teachers. Since 1990, the program has drawn nominations for 1,100 Texas teachers representing 786 schools from 330 towns and cities.

Any student, parent, fellow teacher, school administrator, or member of the public may nominate any full-time teacher presently teaching one or more humanities courses in a Texas elementary, middle or high school, either public or private. However, please note that an individual may nominate only one teacher per year. Nomination forms must be postmarked no later than midnight, April 1, 2001.

This year the TCH is also seeking nominations for the new *Linden Heck Howell Outstanding Teaching of Texas History Award*, which honors a former chairman of the Council's Board of Directors. Selection criteria and nomination deadlines for this award are identical to the *Outstanding Teaching of the Humanities Awards*, except nominees must be full-time teachers of Texas History.

Award decisions by the TCH Board of Directors are based on merit for outstanding contributions to the teaching of humanities in Texas, with a primary emphasis placed upon classroom activities. Examples include, but are not limited to, distinguished teaching; innovative teaching methods; introduction of new teaching aids, such as computer technologies; successful introduction of new courses, such as international studies, women's history, or ethnic history; and development of teacher training programs or workshops.

In June 2001, the TCH will announce the first winner of the *Linden Heck Howell Award* who will receive a plaque and a cash award of $1,000. The Council will also announce the six Texas K-12 teachers to receive *Outstanding Teaching of the Humanities Awards*. Each winner will receive a plaque and a cash award of $2,000, of which $1,000 will go to the teacher to further professional development, and $1,000 will go to the teacher's school for the purchase of humanities instructional material and/or for the improvement of humanities courses and programs. Up to eight teachers will be selected to receive *Outstanding Teaching of the Humanities Honorable Mention* plaques.

For more information concerning the awards, please contact Program Officer Carol Parsonage at 512/440-1991 ext. 126 or cparsonage@public-humanities.org. Forms for both award programs are available online at www.public-humanities.org

What the Research Says about Affective Needs of Gifted Children

Susan K. Johnsen

The affective area is defined by a variety of concepts: self-esteem, self-concept, identity, self-confidence, self-perceptions, social behaviors, social and emotional development, and issues such as perfectionism and depression. Some of these concepts are also multidimensional. For example, when talking about "self concept," Dixon (1998) describes "academic self concept" and "social self concept" using different characteristics. This review, therefore, included a wide variety of articles that addressed diverse social, emotional, and counseling topics. Articles published in *Gifted Child Quarterly*, *Journal for the Education of the Gifted*, and *Roeper Review* during the past ten years were examined (1990-2000). To be included, the article needed to have an empirical base. Articles that offered only suggestions, summarized previous studies, or were conducted outside the United States were not included in this review. Using these criteria, 44 articles were discovered.

Of these, approximately one third addressed self-concept areas such as identity, self-perceptions, self-confidence, and self esteem; one third, emotional issues and social behaviors; and one fourth, adjustment and counseling areas. The sample in the vast majority of the articles was adolescents who were in gifted programs. Researchers examined the affective characteristics of young children in only three articles. However, one third of the articles did include special groups in their sample: females (7), males (2), Hispanics (1), Blacks (3), and learning disabilities (1).

Because of the diversity of concepts and, therefore definitions, researchers used 37 different measures in gathering data. In fact, only two studies used the same instruments: the Multidimensional Perfectionism Scale and the Fear of Success Scale. The researchers designed the majority of the instruments, which may have uncertain reliability and validity data. When qualitative data were collected, researchers used primarily interviews. They collected observation data in only four studies. For the most part, conclusions were based on self-report instruments: surveys, questionnaires, and rating scales. Since bright students are able to discern the most desirable responses and may compromise self-report measures, educators need to be cautious in interpreting and using the summary of these studies.

Eight of the studies reported few differences between gifted and general education students in perfectionism, behavior problems, stress, and maladjustment (Cornell et. al, 1994; Gallucci, Middleton, & Kline, 1999; LoCicero & Ashby, 2000). Norman, Ramsay, Martray, and Roberts (1999) also found no differences in behavior problems among high and low levels of giftedness. On the other hand, other researchers reported that gifted students relied on behaviors reflecting social adjustment at the expense of their own emotional needs (Sowa & May, 1997). The highly gifted were more likely to deny their giftedness in an attempt to "fit in." Highly verbal gifted students, therefore, have the lowest levels of peer acceptance because they are less able to mask their gifts (Swiatek, 1995). Dixon (1998) also found that while gifted students have high self-concepts regarding academics, they struggle with perfectionism and risk-taking. Orange (1997) reported that when asked about procrastination, 89% of the gifted students responded "almost always."

For boys to be successful in a male culture, researchers report that they need to fit into the male culture: be strong and bond with other boys (Hébert, 1991). While boys' discouragement appears to peak in junior high school, it declines in high school as they focus more on their career and less on relationships (Kline & Short, 1991b). On the other hand, as gifted girls develop, their self- concept scores decrease (Klein & Zehms, 1996). They attribute this decline to increases in perfectionism and the increasing importance of relationships (Kline & Short, 1991a). Latina women have a special challenge: non-traditional in academic settings and traditional at home which may lead to physical exhaustion or a repression of achievement (Thorne, 1995).

In defining themselves, gifted students vary in their self-perceptions and use both internal and external comparisons (Ablard, 1997). A high correlation exists between high self-concepts and high achievement (Williams, 1998). Gifted students who are most vulnerable are those who are the most disparate from their peers, those who believe that acceptance is more important than achievement, and use strategies to mask their high ability (Ablard, 1997). Underachievement appears to be related to a variety of factors: negative peer pressure, poor peer relationships, isolation, sensitivity to differences, unchallenging or uninteresting curriculum, poor family relationships, and inadequate self-regulation (Baum, Renzulli, & Hébert, 1995; Emerick, 1992; Ford & Harris, 1997).

When adjusting to the situation, gifted students need an outlet for expression and a capacity to influence (Jackson, 1998). While coping strategies may vary across races with Blacks and Hispanics seeking spiritual support (Plucker, 1998), most researchers believe that counseling should address these areas in meeting the needs of gifted students: self-re[illegible]ion, personal empowerment, interactions with peers and adults, stress management, self-regulation and other coping strategies, career planning, and multicultural training (Baum, Renzulli, & Hébert, 1995; Grantham & Ford, 1998; Jackson, 1998; Klein & Zehms, 1996; Kline & Short, 1991a; Moon, Kelly, & Feldhusen, 1997).

In conclusion, educators should consider creating an environment where gifted students have opportunities to "find a sense of who they are, what they might be capable of doing, who they might associate with and be successful, be liked by others whom they see as significant, feel free to express themselves and still be accepted, find peers and adults who get as excited as they do about abstract and ethical topics, and be a minority of one and still survive" (Coleman, 1995, p. 173).

Ablard, K. E. (1997). Self-perceptions and needs as a function of type of academic ability and gender. *Roeper Review, 20*(2), 110-115. Subjects in this study were drawn from a population of Talent Search participants at the Institute for the Academic Advancement of Youth. Overall 49% of the males, and 42% of the females participated (N= 174 students). These students were mailed two questionnaires to measure their overall self-perceptions in academic and social areas and overall self-confidence and adjustment. Overall, academically talented students did not report lower social self-perceptions. However, results indicate that gifted students vary in their self-perceptions and needs. Students at risk for social difficulties include those whose abilities are most disparate from their peers; whose need to achieve is weaker than their desire to be accepted by peers; and who would use strategies that mask their high ability.

Baum, S. M., Renzulli, J. S., & Hebert, T. P. (1995). Reversing underachievement: Creative productivity as a systematic intervention. *Gifted Child Quarterly, 39*(4), 224-235. Twelve teachers who received training in Renzulli's Enrichment Triad Model selected 17 students, ages 8-13, identified as gifted who were also underachieving in their school performance. These data were collected: Interest-a-Lyzer; Self-Efficacy for Academic Tasks; Scales for Rating the Behavioral Characteristics of Superior Students, student essays, teacher observation, interviews, and product assessment. The researchers found that a combination of factors contributed to the pattern of underachievement: emotional issues (dysfunctional families, need for attention, perfectionism, and depression), social-behavioral issues (inappropriate peer group, questioning of social values, social skills, and lack of behavioral controls), curricular issues (unchallenging and uninteresting curriculum) and self-regulation (lack of organization, time management skills; possible learning disability). After the intervention, most of the students were no longer underachieving in their school setting because of the (a) relationship with the teacher, (b) presentation of self-regulation strategies, (c) opportunities to work in an area of interest, (d) opportunities for interacting with an appropriate peer group; and (e) opportunities to learn about the issue of underachievement.

Coleman, L. J. (1995). The power of specialized educational environments in the development of giftedness: The need for research on social context. *Gifted Child Quarterly, 39*(3), 171-176. Coleman argues that professionals should use not only objective indicators but also subjective psychological experiences in judging the success of programs for gifted and talented children. Such indicators might include a change in the students' sense of who they are, what they might be capable of doing, who they might associate with and be successful; being liked by others whom they see as significant, feeling free to express themselves and still be accepted, finding peers and adults who get as excited as they do about abstract and ethical topics, and being a minority of one and still surviving (p. 173). Coleman provides a framework for conducting further research on the social context in specialized environments. The author concludes, "a social context is created which develops knowledge, skills and attitudes that are unlikely to develop in regular settings" (p. 176).

Cornell, D. G., Callahan, C. M., & Loyd, B. H. (1991). Socioemotional adjustment of adolescent girls enrolled in a residential acceleration program. *Gifted Child Quarterly, 35*(2), 58-66. This study investigated the socioemotional adjustment of 44 female students enrolled in an early college entrance/acceleration program at a liberal arts college during a single academic year. The students ranged in age from 13 to 17 years. Using multiple measures (Jackson Personality Inventory, Family Environment Scale, staff reports and logs, peer sociogram, student questionnaire), the authors did find evidence of socioemotional adjustment problems. Over half were reported as suffering from a period of depression, half were seen for counseling, and 11 were referred to outside mental health professionals. Thirteen girls left the program for reasons judged as stress related. Adjustment appeared to relate to responsibility, interpersonal interest, social self-confidence, positive social self-concepts, harmonious family relationships, and open communication with their mothers. The authors suggest that parents, teachers, and counselors of students considering acceleration programs should examine the students' socioemotional adjustment before recommending early college admission.

Cornell, D. G., Delcourt, M. A.B., Bland, L. C., Goldberg, M. D., Oram, G. (1994). Low incidence of behavior problems among elementary school students in gifted programs. *Journal for the Education of the Gifted, 18* (1), 4-19. This report summarizes a comparison of 675 gifted and 322 regular education students in grades 2 or 3 on the incidence of behavior problems as rated by parents and teachers. They found that there were no significant differences between the gifted and regular education students. However, they did find that the relationship between parent and teacher ratings was low, which may be a result of subjective differences in perceptions or true differences in student behavior across settings.

Dixon, F. A. (1998). Social and academic self- concepts of gifted adolescents. *Journal for the Education of the Gifted, 22(1)*, 80-94. The author reviews tests for self- concept, including those that measure academic and social self- concepts. Dixon concludes that self-concept is multifaceted. While gifted students may have high self-concepts regarding their academic abilities, they may struggle with perfectionism and risk-taking.

Emerick, L. J. (1992). Academic underachievement among the gifted: Students' perceptions of factors that reverse the pattern. *Gifted Child Quarterly, 36*(3), 140-146. This study investigated factors that reversed the underachievement pattern in 10 gifted students, ages 14 to 20 who moved from chronic underachievement to academic success. After the identification of the subjects, data were collected from written responses to an open-ended questionnaire and one to three in-depth interviews. Six factors were identified by the students as having a positive impact on their academic performance: out-of-school interests; parents who approved of the out-of-school interest and maintained a positive attitude toward them; classes that were challenging, encouraged discussion, and provided opportunities for independent study in areas of interest; academic goals; actions and respect for a particular teacher; and self confidence and a desire for academic success.

Ford, D. Y., & Harris III, J. (1997). At study of the racial identity and achievement of Black males and females. *Roeper Review, 20*(2), 105-110. This study examined the racial identity and achievement of 152 Black males and females. Sixty-two students were underachieving with the greatest percentage being male. Students were administered the Racial Identity Scale for Black Students. Underachievers had less positive racial identities than achieving students. The authors conclude that counseling strategies may have to focus on helping some Black students cope with the difficulties inherent in attending gifted programs that are often predominantly white: negative peer pressures, poor peer relations, feelings of isolation, and sensitivity about feeling different.

Frey, C. P. (1998). Struggling with identity: Working with seventh-and eighth-grade gifted girls to air issues of concern. *Journal for the Education of the Gifted*,*21*(4), 437-451. This action research paper describes the materials and outcomes of a "women's issues" group with 7th and 8th grade gifted girls. The goals of the group were to maintain individual voices instead of conforming; to learn appropriate interactions with one another; to address the issues of perfectionism and self- esteem; to plan future career options; and to learn self-advocacy skills. The girls said that they were not embarrassed to be smart, they liked learning, liked thinking about abstract issues, and high academic goals.

Gallucci, N. T., Middleton, G., & Kline, A. (1999). Intellectually superior children and behavioral problems and competence. *Roeper Review, 22*(1), 5-9. This study compared the differences in ratings of behavior problems and competence from the Child Behavior Checklist between samples of 78 adolescent children with intelligence quotients greater than 130 and 62 adolescent children with intelligence quotients in the average range. The researchers found no differences between the groups. The prevalence of behavioral problems was infrequent in both samples.

Garland, A. F., & Zigler, E. (1999). Emotional and behavioral problems among highly intellectually gifted youth. *Roeper Review, 22*(1), 41-44. This study explored the relationship between moderate and extreme levels of intellectual giftedness and psychosocial problems. The 191 students who participated in a summer program for intellectually talented youth in California were administered the Child Behavior Checklist and SAT. The authors found no differences between groups.

Grantham, T., & Ford, D. (1998). A case study of the social needs of Danisha: An underachieving gifted African-American female. *Roeper Review, 21*(2), 96-101. This case study of a 15-year-old underachieving gifted African-American female was conducted to identify social and emotional needs of gifted students. Data were collected through interviews, field observations, and school data. The authors found that Danisha struggled to accept Caucasian students' social norms and felt isolated in her gifted and talented classes. She wanted to integrate into the gifted classes, yet she didn't want to forfeit her relations with her African-American friends. They suggested that counseling needed to focus on issues related to racial identity; teachers needed multicultural training; and coordinators needed to identify more minority students in classes.

Hébert, T. P. (1998). Gifted Black males in an urban high school: Factors that influence achievement and underachievement. *Journal for the Education of the Gifted, 21*(4), 385-414. The case studies reported in this article describe the experiences of two gifted African American males in an urban high school. Factors that influenced achievement appeared to be belief in self, family support, multicultural appreciation, sensitivity, and high aspirations. Factors that influenced underachievement appeared to be an inappropriate match with the curricular activities and learning style, inappropriate counseling and class placement, inconsistent family role models. The authors suggest the importance of training counselors for diversity, working closely with families, and providing enrichment activities outside the school days.

Hébert, T. P. (1991). Meeting the affective needs of bright boys through bibliotherapy. *Roeper Review, 13*(4), 207-212. The author uses case studies of gifted students to present six issues that face gifted boys: image management, self-inflicted pressure, being labeled "different," the need for male bonding, cultural expectations, and gender role conflict. He discusses the need for gifted boys to mask their identities to survive in a male culture; to be the best and always be strong; to "fit in," to bond with other boys his age, and to nurture traits considered non-masculine. The author provides a resource list of books that might be used with gifted boys in building positive self-concepts.

Hay, C. A., & Bakken, L. (1991). Gifted sixth-grade girls: Similarities and differences in attitudes among gifted girls, non-gifted peers, and their mothers. *Roeper Review, 13*(3), 158-160. The sample of 36 gifted sixth grade girls and their mothers and 34 non-gifted sixth grade girls and their mothers were administered four inventories: Attitudes Toward Women Scale, the Personal Attributes Questionnaire, the Fear of Success Scale, and the Occupational Check List. There were no significant differences in attitudes toward women in society between gifted daughters and their mothers. More differences existed between non-gifted girls and their mothers. Overall the data indicated that non- gifted daughters are more likely to see traditional behavior at home than their gifted peers. Non-gifted daughters also were much more fearful of offending someone else, fearful of losing relationships, and fearful of getting ahead of another than their mothers. Gifted daughters indicated similar levels of fear of success as did their mothers. In addition, gifted girls chose more contemporary jobs and non-gifted girls more traditional.

Jackson, P. S. (1998). Bright star—black sky: A phenomenological study of depression as a window into the psyche of the gifted adolescent. *Roeper Review, 20*(3), 215-221. This qualitative study presented the results of the depressive experience of 10 gifted adolescents. The students demonstrated at least three or more of the symptoms listed in the Diagnostic Criteria for Depression (DSM IV). The duration of the depression was from two weeks to two years. These adolescents reported that they did not have an outlet for expressing their gifts and/or talents, lacked the capacity to influence or express themselves openly, and extreme experiences of the presence or absence of feeling. The need for knowledge, communion, and exspression provide the basis for understanding the depressive phenomenon. The author suggests that these adolescents needed counseling approaches that foster self-reflection, empathy, and personal empowerment.

Klein, A. G., & Zehms, D. (1996). Self-concept and gifted girls: A cross sectional study of intellectually gifted females in grades 3, 5, and 8. *Roeper Review, 19*(1), 30-34. The purpose of this study was to explore whether self-concept in intellectually gifted girls in grades 3, 5, and 8 declined by grade level. The authors administered the Piers-Harris Children's Self-Concept Scale to 134 girls in Eau Claire, WI. They found that grade 8 gifted girls had a lessened sense of self when compared with younger gifted girls, particularly those in grade 3. The 8th grade girls scored significantly lower on behavior, intellectual and school status, and happiness and satisfaction. They recommend that schools celebrate girls' strong self esteem, respect girls as key players, connect girls to caring adults, ensure their participation in their success, and empower them to realize their dreams.

Kline, B. E., & Short, E. B. (1991a). Changes in emotional resilience: Gifted adolescent females. *Roeper Review, 13*(3), 118-121. The researchers investigated the social and emotional changes in 89 gifted females in 9th through 12th grades. Each subject completed a 138-item questionnaire. The items related to school adjustment, interests and activities, family and adult connections, social and leadership issues, planning and goals, thinking styles, and feelings. The results indicated a significant decrease in self-confidence and in increase in perfectionism and discouragement. Relationships with parents and other adults decline while peer relationships become more prominent. The authors suggest that these gifted girls need career planning, strong models, and identity information.

Kline, B. E., & Short, E. B. (1991b). Changes in emotional resilience: Gifted adolescent boys. *Roeper Review, 13*(4), 184-187. The researchers investigated the social and emotional changes in 82 gifted males in 9th through 12th grades. Each subject completed a 138-item questionnaire. The items related to school adjustment, interests and activities, family and adult connections, social and leadership issues, planning and goals, thinking styles, and feelings. The results indicated that discouragement and hopelessness peak at junior high school and then decline in senior high school. Most gifted boys decide to emphasize career success and relegate emotional and relational themes to a lower order of priority. The authors conclude that gifted boys may be influenced by societal expectation, i.e., males do not show emotions.

LoCicero, K. A., & Ashby, J. S. (2000). Multidimensional perfectionism in middle school age gifted students: A comparison to peers from the general cohort. *Roeper Review, 22*(3), 182-185. This study examined how gifted students differ from a group of their peers on a multidimensional measure of perfectionism. The sample of 195 adolescents who were predominantly Caucasian and attended a southeastern middle school system. They were administered the Almost

Perfect Scale: Revised. The authors found that gifted students may be more perfectionistic in adaptive ways (holding high personal standards) but not in maladaptive ways (increased distress resulting between one&rsquo;s standards and one's performance).

Luftig, R. L., & Nichols, M. L. (1991). An assessment of the social status and perceived personality and school traits of gifted students by non-gifted peers. *Roeper Review, 13*(3), 148-153. This study sought to investigate the social status levels ascribed to gifted students by their non-gifted age peers. A total of 496 students (64 were gifted) completed a peer nomination form designed to measure peer status, peer popularity, and possession of personality and school attributes. Gifted boys were the most popular of the gifted groups; gifted girls, the least popular. Gifted boys were viewed as having a good sense of humor while gifted girls were viewed as moody and melancholy. Gifted boys were perceived to be more physically attractive than non-gifted boys and were found to be less aggressive, more creative, and smarter than children in the other groups.

Lupkowski, A. E., Whitmore, M., & Ramsay, A. (1992). The impact of early entrance to college on self-esteem: A preliminary study. *Gifted Child Quarterly, 36*(2), 87-90. This study examined the effects of early entrance in the North Texas Academy of Mathematics and Science on 191 students' self-esteem. The students responded to the Coopersmith Self-Esteem Inventory prior to their first semester and at the beginning of their second semester. The self-esteem of the group of students did not change in a meaningful way during the first semester of the program.

Manaster, G. J., Chan, J. C., Watt, C., & Wiehe, J. (1994). Gifted adolescents' attitudes toward their giftedness: A partial replication. *Gifted Child Quarterly, 36*(4), 176-178. Using a sample of 144 gifted and talented students who attended a summer Governor's School and who responded to open-ended questions about the term "gifted," the researchers discovered that labeling effects are multifaceted. First, these gifted students see themselves as more unlike other students on academic traits, personal performance, and academic performance and more like others on social performance. Second, the majority of the students thought that the worst aspects of being gifted were social because of stereotyping. Third, being gifted was a positive experience for the majority of the students. Fourth, most students didn't acknowledge any special treatment from friends or parents because of their special abilities; however, the majority thought that teachers treated them differently. The authors concluded that there is no major struggle in coming to terms with their own giftedness for many adolescents.

Manor-Bullock, R., Look, C., & Dixon, D. N. (1995). Is giftedness socially stigmatizing? The impact of high achievement on social interactions. *Journal for the Education of the Gifted, 18*(3), 319-338. The sample in this study consisted of 51 juniors from the Indiana Academy. Each responded to a survey with seven open-ended questions and a Social Interaction Questionnaire. Four themes emerged from the analysis of the data. The students felt socially different from their peers in the high school: more introverted than extroverted and more academic. However, they did report that they didn't feel lonely and that they had a group of friends. Most felt that they were at the top of their classes and were not concerned about hiding their abilities. None of the students felt excluded at the Academy; however 30% had felt excluded at their previous school. For the most part, the students felt "different in a good way" (p. 334).

Metha, A., & McWhirter, E.H. (1997). Suicide ideation, depression, and stressful life events among gifted adolescents. *Journal for the Education of the Gifted, 20*(3), 284-304. The purpose of this study was to identify whether gifted and nongifted adolescents differ in terms of the number and perceived stressfulness of life-change events, depression, and suicide ideation. Thirty-four gifted and 38 nongifted participated in this study. They were administered the Adolescent Life-Change Event Scale and the Beck Depression Inventory. They found that depression and stress are significantly and positively associated with suicide ideation. Although the gifted adolescents had experienced a significantly higher number of life-changing events, there was no statistically significant difference in reported stress. No other differences were noted.

Miller, N. B., Silverman, L.K., & Falk, R. F. (1994). Emotional development, intellectual ability, and gender. *Journal for the Education of the Gifted, 18*(1), 20-38. Dabrowski's Theory of Emotional Development was used as a framework in studying the personality development of 41 intellectually gifted adults and 42 graduate students. Data were collected using the Overexcitabilities Questionnaire and the Definition Response Instrument. The gifted adults' overexcitabilities (OE) were higher than those of graduate students. Women tended to score higher on emotional OE and men on intellectual OE. No differences were found in emotional development.

Moon, S. M., Kelly, K. R., & Feldhusen, J. F. (1997). Specialized counseling services for gifted youth and their families: A needs assessment. *Gifted Child Quarterly,41*(1), 16-25. The purpose of this study was to examine the types of counseling services that parents, teachers, counselors, and related professionals perceived as important for gifted youth and their families. A survey was mailed to parents (n=64), school personnel (n=238), counseling professionals (n=15) and professors (n=18). Needs were found in these areas: testing and assessment services; guidance and educational planning; training programs for teachers, principal, counselors, psychologists, and parents; and counseling in peer relationships, emotional adjustment, social adjustment and stress management. The researchers conclude that specialized counseling needs of the gifted are high but that services are not readily available.

Nail, J. M., & Evans, J. G. (1997). The emotional adjustment of gifted adolescents: A view of global functioning. *Roeper Review, 20*(1), 18-21. The purpose of the study was to determine if 115 academically gifted adolescents differ from 97 nongifted adolescents with regard to their perception of overall emotional adjustment as measured by the Self-Report of Personality and the Behavior Assessment System for Children. Results indicated that the gifted students were emotionally better adjusted on this self-report instrument.

Norman, A. D., Ramsay, S. G., Martray, C. R., & Roberts, J. L. (1999). Relationship between levels of giftedness and psychosocial adjustment. *Roeper Review, 22*(1), 5-9. The purpose of this study was to examine the level of psychosocial adjustment between highly gifted students (N=74) and moderately gifted (N=163). The students who attended summer programs for gifted students were administered the Otis Lennon, the Self- Description Questionnaire-II, the Emotional Autonomy Scale, and the Children's Manifest Anxiety Scale. They found no significant differences between groups.

Orange, C. (1997). Gifted students and perfectionism. *Roeper Review, 20*(1), 39-41. During an honors conference, 109 of the 356 participants chose to respond to a Perfectionism Quiz. The gifted students tended to score high on the Quiz, with 89% of the participants responding "almost always" to "I sometimes needlessly delay doing something I have to do." The author believes that knowledge of items with high scores may be useful for identifying problem areas of gifted students. These areas included need for order, need for approval of others, obsessive-compulsive demands on self, anxiety and excessive worry, indecision, and procrastination.

Parker, W. D. (1996). Psychological adjustment in mathematically gifted students. *Gifted Child Quarterly, 40*(3), 154-157. The Brief Symptom Inventory was administered to 274 mathematically gifted students, the majority in the 7th and 8th grades, who participated in the Center for Talented Youth of the Johns Hopkins University. The author found that the mean scores and standard deviations were lower for all measures of maladjustment than the normative adolescent group.

Parker, W. D., & Mills, C. J. (1996). The incidence of perfectionism in gifted students. *Gifted Child Quarterly,40*(4), 194-199. A sample of 600 academically talented sixth grade students who had participated in a national talent search were used for this study. A comparison group consisted of 418 sixth graders from a nationally gathered sample of students who were not identified as gifted or talented. Data were collected from the Multidimensional Perfectionism Scale, the Standard International Occupational Prestige Scale. The authors found that no higher incidence of perfectionism among gifted students than in the comparison group. Both groups came from a similar socioeconomic status.

Plucker, J. A. (1998). Gender, race, and grade differences in gifted adolescents' coping strategies. *Journal for the Education of the Gifted, 21*(4), 423-436. To determine differences in coping strategies among different demographic groups, Plucker examined 749 gifted and talented adolescent students who attended residential summer enrichment programs. Coping strategies were assessed by using the Adolescent Coping Scale, a self-report instrument. Differences were found across race. African American and Hispanic students had the highest scores on Seeking Spiritual Support scale, Caucasians, on Self-Blame scale, and Hispanics on Worry scale.

Roberts, S. M., & Lovett, S. B. (1994). Examining the "F" in gifted: Academically gifted adolescents' physiological and affective responses to scholastic failure. *Journal for the Education of the Gifted, 17*(3), 241-259. Twenty academically gifted, 20 academic achievers, and 20 nongifted students who were all in junior high school participated in this study. Each student completed the self-oriented and socially prescribed perfectionism subscales of the Multidimensional Perfectionism Scale, the Common Belief Inventory for Students, and the School Failure Tolerance Scale in the first session. In the second session, the students' physiological and affective reactions to an experimentally induced failure situation were recorded. The researchers found that academically gifted adolescents demonstrated a larger stress reaction to the failure experiment than the other two groups. The authors speculated that it may be the gifted label rather than superior intelligence or high levels of achievement that predisposed the gifted children to more negative reactions than their peers. The authors suggest that rational-emotive education might be used with gifted and talented students.

Sayler, M. F., & Brookshire, W. K. (1993). Social, emotional, and behavioral adjustment of accelerated students, students in gifted classes, and regular students in eighth grade. *Gifted Child Quarterly, 37*(4), 150- 154. This study investigated the differences in the social, emotional, and behavioral adjustment of eighth grade accelerated students (n=365) when compared with students enrolled in eighth grade gifted classes (n=334) and regular eighth grade students (n=323). Sources of student data included items from a survey, scales derived from items in the survey, and separate achievement tests. The researchers found that students in the accelerated group had the highest level of internal locus of control. The global self-concepts were higher for both the gifted and accelerated groups and the accelerated students reported that they more likely to be seen as good students by their peers. As expected, the accelerated group had higher achievement scores than did either the gifted or regular group. The authors concluded that acceleration does not lead to academic, social, or emotional maladjustment.

Solow, R. E. (1995). Parents' reasoning about the social and emotional development of their intellectually gifted children. *Roeper Review, 18*(2), 142-146. Solow selected ten sets of parents from a larger NRC/GT study to examine how parents reason about the social and emotional development of their gifted children. Trained researchers conducted interviews with all family members and made multiple observations of the children at home, in school and in community activities to determine the factors that contributed to or detracted from successful adjustment. Regardless of whether the parent used the gifted label, all of the families acknowledged that their children were exceptional in some area. Some of the parents felt that their children were socially well adjusted (able to make friends both in and outside the classroom); others perceived problems that related to their giftedness. They also identified prominent traits: adultness, perfectionism, procrastination, and a low tolerance of frustration. The author concluded that some of the parents have no particular framework when talking about their children while others use an intellectual framework only; intellectual and partial social-emotional framework; and comprehensive framework that includes both intellectual and social/emotional. The author suggests that parents be provided more information about the social and emotional differences of their gifted children.

Sowa, C. J., & May, K. M. (1997). Expanding Lazarus and Folkman's paradigm to the social and emotional adjustment of gifted children and adolescents. *Gifted Child Quarterly, 41*(2), 36-43. Twenty 9-14 year olds, three males and seventeen females, were recruited through advertisements in professional newsletters and through coordinators of gifted programs. Approximately half of the sample had experienced an adjustment problem as reported by self or by parents. No student had a psychological disorder. Students, their families, teachers, and friends were interviewed about how the gifted child adjusted and coped with stress. Data collection occurred over a year and focused on social and emotional needs. The authors present a model that describes the intrapersonal, family, school, and peer influences, as well as the functional and dysfunctional patterns of social and emotional adjustment. They suggest that gifted children may rely on behaviors reflecting social adjustment at the expense of their own emotional needs or express cognitive appraisals that suggest that they are emotionally adjusted even through their behaviors do not reflect social adjustment.

Swiatek, M. A. (1995). An empirical investigation of the social coping strategies used by gifted adolescents. *Gifted Child Quarterly, 39*(3), 154-161. This study examined the ways that gifted adolescents cope with perceived social difficulties. Several coping strategies were considered in this study including minimizing the visibility of giftedness, denying giftedness, denying concern about possible social rejection, displaying their talents in extracurricular involvement, and the setting of extremely high standards. The subjects were 114 adolescent students who attended the Precollegiate Programs for the Talented and Gifted at Iowa State University. Each student responded to the Adjective Check list and the Social Coping Questionnaire for Gifted Students. These responses and admission data were analyzed. The researcher found that the most highly able individuals were the most likely to deny being gifted. Also, students with predominant verbal abilities reported lower levels of peer acceptance than reports from those with predominant mathematical abilities. The author concludes that verbally gifted students may feel more different from other students and their differentness may be more obvious to others.

Thorne, Y. M. (1995). Achievement motivation in high achieving Latina women. *Roeper Review, 18*(1), 44-49. This study investigated 63 Latina women who were enrolled or who had completed doctoral programs. They were administered the Work and Family Orientation Questionnaire, the Sex-Role Traditionalism Scale, Fear-of-Success Scale, and a demographic questionnaire. While these women were less sex-role traditional in their attitudes across achievement settings, they demonstrated greater sex-role traditional behaviors in their homes. Negative effects arising from conflict included repression of achievement and physical exhaustion/illness. The author suggests vocational and counseling professional for Latina women who may be struggling with Latino cultural norms and values and its relationship to achievement goals and motivations.

Tucker, B., & Hafenstein, N. L. (1997). Psychological intensities in young gifted children. *Gifted Child Quarterly, 41*(3), 66-75. This study examined Piechowski's five overexcitabilities identified by Dabrowski among young gifted children. Data were collected on five young children, ages four through six at the Ricks Center, Denver, CO. Data consisted of classroom observations, documents, achievement tests, Intelligence tests, parent questionnaires, Individual Educational Plan, and teacher interviews. They found that the students demonstrated behaviors consistent with Dabrowski's theory. All exhibited intellectual overexcitability (curiosity, asking probing questions, intense concentration, excellent problem

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solving skills, theoretical knowledge); imaginational overexcitability (fantasy play, animistic and imaginative thinking, daydreaming, dramatic perception); emotional overexcitability (concern for others, timidity and shyness, fear and anxiety, difficulty adjusting to new environments, intensity of feeling); psychomotor overexcitability (marked enthusiasm, rapid speech, surplus of energy, impulsive actions); and sensual overexcitability (sensory pleasures, appreciation of sensory aspects of experiences). The authors conclude that if teachers were aware of these overexcitabilities, they might have better understanding of the emotional development of advanced children.

Vespi, L., & Yewchuk, C. (1992). A phenomenological study of the social/emotional characteristics of gifted learning disabled children. *Journal for the Education of the Gifted, 16*(1), 55-72. A series of interviews was conducted with four gifted learning disabled boys ages nine to twelve, their parents and their teachers. These themes emerged from an analysis of the data. Most of the children demonstrated positive social skills in the classroom; however, they did appear to have difficulty in establishing and maintaining friendships. Differences were noted among individual characteristics with variations noted in attitudes toward families and in behavior. Overall, the students expressed generally positive feelings of self-image and self-confidence; however, they are frustrated with their underachievement and are afraid of failure. The authors offer these suggestions to educators: effectively identify students who are both LD and gifted; incorporate social/emotional needs into the IEP; foster positive interactions with peers; teach cognitive and behavioral coping skills; educate parents, and treat the whole child.

Williams, J. E. (1998). Self-Concept performance congruence: An exploration of patterns among high-achieving adolescents. *Journal for the Education of the Gifted, 21*(4), 415-422. This study assessed self-concept to performance congruence in math and English for 103 ninth graders. Students were enrolled in one of five sections of science honors classes in a suburban public high school. The students responded to a questionnaire, ME: Self-Concept Scale for Gifted Children. Williams found that higher levels of self-concept perceptions were associated with greater performance scores on the Iowa Tests of Basic Skills.

Williams, J. E., & Montgomery, D. (1995). Using frame of reference theory to understand the self-concept of academically able students. *Journal for the Education of the Gifted, 18*(4), 400-409. Using the theory that student academic self-concepts are determined in relation to both internal and external comparisons, the researchers found that gifted and talented students use both frames of referents in determining their self-concepts. Using a self-report instrument, Williams and Montgomery gathered information from 103 ninth graders during their honors physical science class. They discovered that there was a high correlation between verbal and mathematics achievement and low correlations between verbal and mathematics self-concept. They concluded that verbal self-concept may be more influenced by external referents and mathematics by internal referents.

Wright, L. (1990). The social and nonsocial behaviors of precocious preschoolers during free play. *Roeper Review, 12*(4), 268-274. The purpose of this study was to observe the free play of 26 young children who attended a preschool for developmentally precocious children and examine their social behaviors. The authors used a version of the Play Observation Scale. They found that the gifted children were highly social, using strategies for frequent contact with their peers. The children also changed activities to produce a more social environment. They engaged in associative play, not cooperative play. In addition, the girls engaged in more cooperative and less solitary play than the boys did. The higher IQ group undertook less constructive and more dramatic play than the lower IQ group.

Susan Johnsen is Associate Dean of Scholarship and Professional Development at Baylor University. Editor of Gifted Child Today, *she was the principal investigator of Project Mustard Seed. She is author of four tests that are used in identifying gifted students: Test of Nonverbal Intelligence (TONI-2), Screening Assessment for Gifted Students (SAGES), Screening Assessment for Gifted Students—Primary Version (SAGES-P), and Test of Mathematical Abilities for Gifted Students. She is a past President of the Texas Association for the Gifted and Talented.*

Q&A Answers to Your Questions

Donna Corley

Question: My child's class is holding discussions on what it means to be gifted. They are just doing fine in school — why waste valuable discussion time? Is this an appropriate thing to do in a gifted program?

Answer: There are three major issues in your inquiry: the issue of affective needs of gifted learners, the issue of programming for giftedlearners, and the issue of time. Part of being a gifted learner is understanding the differences and how to make the most effective use of those differences in order to reach full potential. Being able to relate to other learners who are experiencing similar differences and goals assists gifted students in planning, learning, evaluating, and maintaining a healthy self-esteem. Effective and comprehensive programming for gifted learners incorporate elements that address their social/emotional development. Time that is spent on these activities will vary greatly depending on the program and the needs of the students.

Question: My child was identified for gifted programming in our district. She is pulled out of her third grade classroom twice a week now and misses work that she has to make up. The other kids make fun of her walking down the hall with the gifted teacher and the "brain train." She comes home in tears every time they meet. Why do we identify for this so called gifted programming? Why do we tell the kids that they are gifted? Frankly, I'm uncomfortable about this labeling.

Answer: Response to gifted services depends on many factors in and out of school: within the school setting consider the appropriateness of the placement, the cognitive, as well as, the social/emotional development of the student, the environment, the program itself, the instructor of the gifted learners, and the on-level classroom instructor. One of the major reasons we identify and serve gifted learners is because they learn/process information differently. This is not just a minor difference. For example, a gifted learner will only need to hear and/or interact with a piece of information one or two times before they reach mastery while a very bright capable student might still need to have the information/interaction repeated as many as six to eight times before they reach mastery. For an on-level learner, the number of repetitions required for mastery increases dramatically. Pacing is significant both to the classroom teacher and the student both now and as they develop into more mature learners.

Gifted learners need to be made aware of their differences so that they may make the most of their learning and build/maintain a healthy self-esteem. Current philosophy in gifted education is that identified gifted students should be having "instead of" experiences and not "in addition to" experiences in the gifted classroom and in the on-level classroom. Check with your daughter's classroom teacher about what assignments she is missing and if some of them could be eliminated. Check with both your daughter's gifted instructor and classroom teacher about their observations concerning the reaction of other students. Read books on being a parent of a gifted learner. One that I would recommend is *They Say My Kid's Gifted: Now What?* By F. Richard Olenchak. Your daughter might enjoy the *Gifted Kids' Survival Guide for Ages 10 and Under* by Judy Galbraith. Together as a team, you can make a difference in your daughter's gifted education experience.

Question: His school has labeled my son GT and LD. I do not want my son to receive the LD services. Can I choose just the GT services?

Answer: Both the giftedness and the learning disabilities need to be addressed. Particular learning disabilities might prevent or unnecessarily delay the full development of some gifts. Gifted students with learning disabilities may begin to doubt their abilities overall. This could cause them deny or camouflage their gifts which could lead to frustration and perhaps to behavior concerns.

Question: I was at a parent meeting and a speaker suggested that families of gifted learners should touch base with a family counselor on a regular basis. What do you think of this?

Answer: Counseling is certainly an individual decision and depends on your situation. For anyone who is considering counseling in this situation, find one that is knowledgeable in giftedness. More often than not, where there is a gifted child there is at least one gifted parent heightening sensitivity and intensity. A family counselor specifically trained in aspects of giftedness would be a valuable resource in suggesting strategies concerning these special family dynamics. Check out SENG (Supporting Emotional Needs of Gifted) at http://www.charweb.org/organizations/page/seng.html for information concerning many aspects of counseling for the gifted. You can join for only $35.00 a year for the entire family. Affiliation in TAGT and other GT interest groups such as SENG will afford you a network in which to share concerns and find other resources such as counselors who have knowledge of giftedness. Reading James T. Webb's *Guiding the Gifted Child* would be a great place to start.

Donna J. Corley, Ph.D., coordinates gifted programs for Conroe Independent School District. She is also a former member of the TAGT Executive Board. Submit questions relating to gifted education directly to Donna Corley, 702 N. Thompson, Conroe, TX 77301, or by e-mail: dcorley @conroe.isd.tenet.edu

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED

MISSION STATEMENT

TO PROMOTE AWARENESS OF THE UNIQUE SOCIAL, EMOTIONAL, AND INTELLECTUAL NEEDS OF GIFTED AND TALENTED STUDENTS AND TO IMPACT THE DEVELOPMENT OF APPROPRIATE SERVICES TO MEET THESE NEEDS.

TAGT EXECUTIVE BOARD LONG RANGE GOALS

- Advocate appropriate services and accountability standards for all gifted and talented students.
- Provide current information and research about gifted and talented learners and the field of gifted education to the TAGT membership and general public.
- Develop an effective advocacy network.
- Increase and diversify membership.
- Develop strategic alliances with the Texas Education Agency, Education Service Centers, higher education, and others.
- Support quality professional development for educators of gifted and talented students

Adopted by the TAGT Executive Board: 2.5.00

PARENT AND COMMUNITY INVOLVEMENT FOCUS

Raymond F. (Rick) Peters

An effective local TAGT Parent Affiliate Group is a natural complement to the efforts of TAGT on behalf of gifted children. "All politics is local" expresses the importance of grassroots support. A positive and organized parent group can influence policy at the local level and above. Now there is an online "Toolkit for Starting and Maintaining an Effective Local Advocacy Group" at http://members.home.com//hebagt/ This site collects papers and links recommended by some seasoned parents as likely to be of great help in starting an effective advocacy group. Please send any comments to r.f.peters@ieee.org.

Please check out the new TAGT Website at http://www.txgifted.org/ for many new features including a listing of Parent Affiliate contacts from all over the state. If the information regarding your parent affiliate group needs to be updated, please contact the TAGT Webmaster. Be sure also to link to the TAGT Legislative Position Paper as we begin the new legislative session.

TAGT is interested in publishing articles in *Tempo* written from the parent perspective. Please submit articles to *Tempo* editor Michael Cannon at cannon@whc.net.

Remember that the TAGT Summer Scholarship Award applications is March 1.

This year's conference was chock full of excellent sessions for both educators and parents. There were more parent activities this year, and attendance at both the parent reception and the parent luncheon was way up. Many thanks to the TAGT staff, TAGT board, TAGT Parent and Community Involvement Committee and the Local Arrangements Committee. Now let's share ideas to make the 2001 conference in San Antonio even better! Ideas can be sent to the Parent and Community Involvement Committee via r.f.peters@ieee.org.

Call for Articles

Summer 2001

Early Childhood:

Gifted Children in Primary Grades

There are specific issues in identification and programming for the youngest gifted students. Articles are requested that address these issues, as well as related topics. Original research, theoretical responses, descriptions of successful programs, and experiences of gifted individuals are other possibilities.

The deadline for submission of articles is **March 1, 2001.**

Fall 2001

Annual Conference Issue:

Gifted Students in the Global Community

The global community, with its disappearance of boundaries and expanding options, offers new opportunities as well as evolving responsibilities. What are some of the possibilities for gifted students and how can teachers, parents, and the community prepare students for the widening horizons?

The deadline for submission of articles is **June 1, 2001.**

Guidelines for Article Submissions

***Tempo* welcomes manuscripts from educators, parents, and other advocates of gifted education. *Tempo* is a juried publication and manuscripts are evaluated by members of the editorial board.**

Please keep the following in mind when submitting manuscripts:

1. Manuscripts should be between 1000 and 2500 words on an upcoming topic (see topics above).
2. Use APA style for references and documentation.
3. Submit **three copies** of your typed, double-spaced manuscript. Use a 1 1/2 inch margin on all sides.
4. Attach a100—150 word abstract of the article.
5. Include a cover sheet with your name, address, telephone and FAX number and/or e-mail address.

Send all submissions or requests for more information to:
Michael Cannon, TAGT Editorial Office, 5521 Martin Lane, El Paso, TX 79903

Texas Association for the Gifted and Talented Membership Application

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fitzgerk@spring-branch.isd.tenet.edu

Publications Editor
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(915) 778-3988
El Paso ISD
5521 Martin Lane
El Paso, TX 79903
cannon@whc.net

Executive Director
AMANDA BATSON, PH.D.
(512) 499-8248
TAGT
406 East 11th St., Suite 310
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txgifted_abatson@yahoo.com

REGIONAL DIRECTORS

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(281) 296-6813
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rolenchak@uh.edu

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Tempo

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED
Member, National Association for Gifted Children (NAGC)

Volume XXI Issue 2

SPRING 2001 ISSUE

Academies of Interest and Talent Development:

Building on Student Interest during the Middle School Years

Joseph Renzulli
Susannah Richards

> *Education can not be for students in any authentic way, if it is not of and by them.*
> --William H. Schubert, President
> The John Dewey Society

When you enter Chisholm Middle School on Friday afternoons,there is an unquestionable buzz throughout the building. The whole building is aflutter with activity and the students seem so engaged. In one room, a group of students is using computer aided design programs to create furniture for the district kindergarten room. In another room, students are studying aquatic culture in order to decide on the contents and habitat for an aquarium that will be placed in the middle school entryway. These students are participating in enrichment clusters that are parts of an Academy of Interest and Talent Development. Each group includes 6th, 7th and 8th graders with different levels of knowledge and creativity. Both groups of students are enrolled in the Academy of Science and Technology. When they entered Chisholm Middle School, they completed interest surveys and, based on their responses and discussions with teachers, these students chose to enter the Academy of Science and Technology.

(see RENZULLI, page 10)

WHERE ARE THEY GOING?

CONTINUING OPTIONS FOR GIFTED LEARNERS

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FROM THE PRESIDENT

Krys Goree

Gregory Anrig, Past-president of Educational Testing Services, is quoted in *National Excellence: A Case for Developing American's Talent* as saying,

> "In America we often make fun of our brightest students, giving them such derogatory names as 'nerd,' 'dweeb,' or, in a former day, 'egghead.' We have conflicting feelings about people who are smart, and we give conflicting signals to our children about how hard they have to work to be smart. As a culture, we seem to value beauty and brawn far more than brains."

Anrig's insightful quote is likely to strike a nerve with those of us who advocate for gifted children. It is also likely to strike a nerve with gifted teenagers and adults who, on a daily basis, experience the phenomenon Anrig so aptly describes.

Karee, who is now a junior in college, was asked to write a column for *Gifted Child Today Magazine* several years ago. Her charge was to record how it felt to be a gifted student in high school. She entitled her work "Balancing intellectual ability and popularity: One high school student's perspective." She began her manuscript with Gregory Anrig's quote and continued. . .

> "As a culture, we do value beauty and brawn far more than brains, even in the educational setting. As a high school junior, I have finally realized the worth of attempting to reach my full academic potential, but only after having been recognized for social and athletic proficiency.
>
> It is a balancing act, utilizing intellectual abilities and, at the same time, fitting in socially. It takes social savvy to know how and when it is appropriate to openly share one's intellectual gifts. This is not only true with regard to peers; it is also true with regard to adults – particularly some educators."

Karee went on to cite numerous examples of school experiences that validated the introduction to her manuscript. She conveyed that almost all other school programs seemed to supersede gifted education when it came to the scheduling of classes, recognition for accomplishment, and respect from peers. She described situations in which she and her intellectual

(see GOREE, page 29)

Tempo
Volume XXI Issue 2 Spring 2001

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TAGT *Tempo* is the official journal of the Texas Association for the Gifted and Talented. It is published four times a year in January, April, July, and October. The subscription is a benefit for TAGT members. Annual individual and family dues are $35.

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Address correspondence concerning *Tempo* **content** to: *Michael Cannon, TAGT Editorial Office, 5521 Martin Lane, El Paso, TX 79903*. Call the editorial office at 915/ 778-3988, FAX 915/ 779-2625, or e-mail: cannon@whc.net.

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Secondary, University, and Adult Gifted Individuals

Amanda D. Batson, Ph.D.

As with many questions, one leads to another. So it is with the query "where are they now?" in relation to secondary, university, and adult gifted individuals. Where have they been? In other words, what experiences or milestones have they encountered on their journey to adulthood? Were these beneficial or a detriment to nurturing and developing gifts and talents? What are we doing to transform the journey for future generations? Does our society address the whole gifted adult or do we focus only on the end products? This column will explore two of these questions.

Where have they been?

Although there was some recognition of differences in performance as early as Plato and Socrates, it really has been only in the last century that the notion of gifted has been addressed across disciplines. In Texas gifted education became a required service in all public schools in the 1990-91 school year. In that decade, programs and services of varying quality have emerged. The *Texas State Plan for the Education of Gifted/Talented Students* is authorized by state law and nationally recognized, but its implementation is not part of the state accountability system. As we all know, what gets measured, gets implemented. Thus implementation of quality services for gifted students is spotty.

There are more than 330,000 students identified as gifted/talented in Texas. Programs in grades K-8 are most often focused on general intellectual aptitude or specific subject matter. Language arts and mathematics usually are the specific subjects in which gifted services are offered in elementary and middle schools. The format of the programming is almost as diverse as the 1,040+ school districts in Texas.

By the time a Texas gifted student reaches high school, patterns of performance have been set. Piirto (1999, 14) notes that underachievement is environmental. Thus if a gifted child has been nurtured in an environment of high expectations, challenging curriculum, positive academic coaching, and creative safety and encouragement, the high school gifted student is ready to explore a variety of choices. If the gifted child has not been challenged and spent years practicing for the Texas Assessment of Academic Skills (TAAS), then she is not prepared to explore and excel in high school.

In this decade of mandated services for Texas gifted students, the high school has developed perhaps the widest array of offerings. Both the visual and performing arts generally come alive in grades 9-12. Whether it is marching band and high school choir or marching, symphonic, and jazz bands, string ensembles, and full orchestra, gifted students in the arts have contacts and opportunities. Much of this emphasis is due to the commitment and leadership provided by the University Interscholastic League, which truly is much more than athletics. For gifted athletes, the Texas high school generally offers a banquet of choices.

How does the academically and intellectually gifted high school student fare? It depends on available resources and options including faculty members who are trained in gifted education. If the gifted high school student has access to an array of courses; well-trained teachers, counselors, and principals; parents and family who understand and support his talent development, the student can begin to follow his passion. Courses with varying levels of challenge, three different graduation plans, university enrollment options, and several other options are made possible via the Texas Education Code. The recent rewrite of the Code includes

(see BATSON, page 20)

Themes in the Lives of Successful U.S. Adult Creative Writers

Jane Piirto

The other day I got an email:

> *Dear Dr. Piirto,*
>
> *I have gone through your textbook,* Talented Children and Adults: Their Development and Education, *Second Edition, 1999. . . Research on, and support services and resources for, the gifted are now focused almost exclusively on children and adolescents. After high school or college, virtually nothing is available to gifted adults. I believe that research funding and support services and resources need to be developed for the gifted during adulthood. Before trying to do so, I would like to know the history of past efforts to do so.*

I responded:

> *I am not aware of any funding for giftedness in adults except within domains, and then there is a lot of funding — check within each domain — writing, visual arts, science, mathematics, music, etc. — for funding opportunities. I have described talent development in these domains in the book you read as well as in my book,* Understanding Those Who Create. *It is perhaps a truism that the only group which cares about "general" giftedness in adults is Mensa and it does have scholarships, etc., available for high IQ adults. However, it appears that the funding follows talent in the domain—and test scores don't really matter in adulthood — performance does. Hope this was helpful.*

My answer indicated what happens to "former gifted children" when they grow up: they show their talents and gifts in a domain.

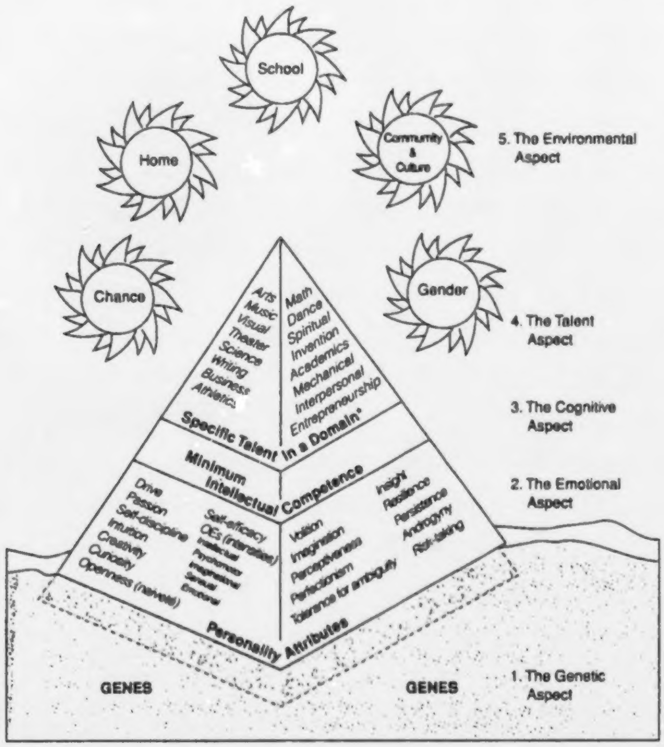
INDIVIDUAL, DOMAIN, AND FIELD

The idea of individual, domain, and field is pertinent here (Feldman, Csikszentmihalyi, & Gardner, 1994). A domain is "a formally organized body of knowledge that is associated with a given field" (p. 20). Mathematics is a field, but algebra, geometry, number theory, are domains. Literature is a field, but poetry is a domain. Education is a field, but educational administration is a domain. "Domains have representational techniques that uniquely capture the knowledge that is in the domain" (p. 22). This is done through symbol systems unique to the domain, a special vocabulary, and special technologies used only within that domain.

A field is transformed through individual creators pushing the boundaries of the domain. People working within the domain decide that change is called for. In order to transform a field, the researcher, the creator, must have mastery of the theory, the rules, the ways of knowing of that field, and also of the domain that is being used to transform it. I am now planning a series of books about talents in domains. The first one is called *"My Teeming Brain": Understanding Creative Writers.* The title comes from the Keats sonnet. *"When I have fears that I may cease to be / before my pen has gleaned my teeming brain . . ."*

The subjects were 160 contemporary or twentieth-century U.S. creative writers. They had not yet retired and were not novices. They had reached a stage in their lives where their production and publication success had qualified them for a certain recognition and respect as writers. That is, they were known to writing peers, though they may not have been known to the public, even to the educated public, in general. I found 16 themes in their lives.

Biographical, autobiographical, and interview material was read over many times until no new themes emerged. Data were confirmed through multiple sources of information, including encyclopedias, directories, published interviews, published autobiographical and biographical essays, and the surveys. At least two sources were consulted about each writer. At least one of their books and in most instances more (poems, stories, novels) was also read. I also discuss the base of personality and the creative process in writers.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GENES

* Talent becomes a "calling."

THE PIIRTO PYRAMID OF TALENT DEVELOPMENT

(from the 1999 textbook by Jane Piirto, *Talented Children and Adults: Their Development and Education.* 2nd Edition. Columbus, OH: Prentice Hall-Merrill. Used with permission of the author.)

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Invisibility and Gifted Adults in Education

Lynda R. Jordan

Like Harry Potter, the currently popular fictional character, gifted adults sometimes seem to wrap themselves in cloaks of invisibility. They live and work all around us, but we seldom see them as gifted. As educators, we identify gifted children because they have curricular and instructional needs that differ from other children. Part of our difficulty in seeing gifted adults concerns how we might identify them; another part involves why we would need to identify them.

I began my investigations into gifted adults about ten years ago, soon after I started teaching English to gifted secondary students. I wondered what would happen to my students in the adult world. I felt sure that they did not stop being gifted just because they had graduated from high school. I reasoned that, if they needed distinctive educational experiences as adolescents, they might continue to benefit from differentiation as adults. I just didn't know what those adult experiences might look like. I was disappointed, however, when I discovered articles about gifted adults were uncommon. Consequently, when I had an opportunity to do a life histories research project in a graduate class, I chose to work with a gifted adult. I have continued the research with this participant for the past three years as she has finished one graduate degree and begun another.

JoAnn Reed (a pseudonym) is currently a doctoral student at a major southwestern university and is also working full-time as a counselor in a high-minority elementary school. She taught high school English for seven years before returning to graduate school for her masters degree in counseling. I first met JoAnn while she was teaching, and recognized her as someone who possessed characteristics frequently associated with giftedness. She was highly knowledgeable in several areas, and creative and caring in the classroom. The high school administration asked her to initiate Advanced Placement English for seniors. She had been named the district's Teacher of the Year. However, the year after she won the award, neither the high school principal nor the district superintendent knew her when they encountered her in the school hallways. She was an invisible employee. In addition, when she spoke up on behalf of some of her students whose home lives interfered with their learning, she was cautioned against overstepping her authority. Her concerns were ignored, and her voice was silenced. She left teaching because she felt she could not make a meaningful difference from within the classroom.

JoAnn's move from teaching to counseling seems to me especially important in light of current media and public policy concerns about teacher competency and teacher shortages. Olson (n.d.) reported that few new teachers, who graduated from college in 1992-93, had been recruited from among students who scored in the top quartile of the SAT or ACT. This implied that few new teacher candidates are academically talented. Olson also reported that a more central problem might lie in teacher retention rather than teacher recruitment. She cited multiple incentives offered by various districts across the nation, but also pointed out that, of the few people with high standardized test scores, better than 50 percent leave teaching within the first five years. Ballou (1995; 1996) offered similar conclusions, indicating that districts do not give hiring preferences to academically-able teacher applicants. These reports suggest that we in education might need to look at why gifted adults do and do not choose to teach.

Whatley (1998) interviewed 12 gifted women who were teacher educators. She questioned some of the consequences of the women's movement, asserting these have led to counseling interventions that direct gifted women away from teaching because it is a traditionally feminine vocation and, therefore, part of the cultural constraints on women's achievement. She countered the belief that teaching is inappropriate for gifted women, using her participants' experiences of teaching as having provided them opportunities to live creative and fulfilling lives. However, like JoAnn Reed, all of Whatley's participants chose to leave elementary and secondary schools to pursue more academic careers. They had encountered frustrations with school cultures and had found few opportunities for continued growth.

Difficulties with Definitions

If we are to investigate gifted adults in education, we will need to define giftedness in adults. Olson (n.d.) used performance on standardized tests. Ballou (1996) used acceptance into selective colleges. Whatley (1998) named her participants as gifted, initially, because they had all earned PhDs and, later, because they had met various other criteria of giftedness. The definitions these writers use seem to reflect aspects of the larger questions in their studies. Perhaps educational researchers, like theoretical physicists (Conant, 1962), need to employ useful definitions rather than seek "true" or absolute ones. Such a position is in keeping with the culturally-constructed nature of giftedness. However, using various definitions does, then, require that researchers state their individual understandings of giftedness. I see adult giftedness as a socially-constructed concept, the exercise of exceptional abilities in areas highly prized by our institutionalized, dominant culture.

Because I believe that knowledge is constructed and evolves from our cumulative experiences, I have chosen to conduct my own inquiries within a qualitative frame. Life history research looks for themes that run throughout an individual's life (Patton, 1990). The researcher and participants co-construct knowledge, using multiple interviews to gather data and interpretive methods to make sense of the data (Denzin, 1998). This method has been gaining acceptance as an appropriate and useful tool in educational investigations (Carter & Doyle, 1996).

Unless we can explore with **gifted adults** the nature of their gifts without embarrassment, they will continue to feel **stigmatized** and we will lose the benefits of their abilities.

An Invisible, Yet Gifted, Educator

JoAnn Reed was a graduate student in her early 30s when she and I began our investigations. Although she had not been officially identified gifted as a child, she demonstrated several characteristics that were consistent with a variety of descriptions of giftedness. To me, JoAnn hardly seemed invisible. Nevertheless, she

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Technology and Debate:

A Winning Combination for the Problem-Solving Gifted Secondary Student

Kerry Thompson
Donna Crenshaw

The development of problem-solving skills is paramount for secondary gifted students. The incorporation of technology has opened a world of opportunity for students to address real world problems and provide real world solutions in a competitive arena of debate. Debate exposes students to computerized research and Internet skills beyond the average graduate level student (Gehrke, 1998).

The Gifted Student and Technology

Shaughnessy et al., (1997) contends, "Invariably and inevitably, gifted students will learn how to use electronic learning devices, and will increasingly become more responsible for their own learning" (p.41). *Goals 2000*, signed into law in 1994 and amended in 1996, projected that the use of computers with the gifted child would be a major component in the educational process by the year 2000. This national act allocated $1.7 billion dollars to states to help bring technology into classrooms *(http://www.ed.gov)*. As a result, the technology is more readily available to the gifted student and opens a pathway of opportunity to develop problem-solving skills. The Internet and the World Wide Web can "help make the scientific method more personally relevant for students, involve them in real world connections, and engage them in exploring abstract ideas in concrete ways" (Peterson, Nicholson, & Mandeville, 1996, p.38).

Debate: A Program Option for the Gifted

Each year secondary students participate in Cross Examination Debate competition at tournaments from the local to the national level vying for medals and possible collegiate scholarships. Although competition is not limited to the gifted, a debate course and subsequent tournament exposure present administrators a differentiated program option, which meets the gifted student's needs while developing and nurturing lifelong problem-solving skills.

Debate: An Overview

Each academic school year, the gifted debate student has the opportunity to research a domestic or foreign problem termed a resolution. The 2000-2001 national high school topic: Resolved that the United States federal government should significantly increase protection or privacy in one or more of the following areas: employment, medical records, consumer information, search and seizure *(http:///www.utexas.edu/adm/uil)*. Working in pairs, students develop an affirmative plan, which identifies the current problem and provides a comprehensive solution. In addition, this team must also prepare a negative position in which they defend the status quo, provide an alternative, and/or find fault in their opponent's solution. Although the affirmative case may be prepared months prior to competition, on the negative side, the g/t student has only minutes to prepare a defense against the affirmative. Under time restrictions, the gifted student must be able to counteract with no prior knowledge of the opponent's views or strategies. The team presenting the best solution to the real world issue is determined the winner of the round by an independent judge or panel of judges.

> **Debate** is a place where students can learn skills and knowledge that set them apart from the rest of the graduating class. In addition to their **argumentation skills**, the research and organization skills are extraordinarily valuable. Familiarity with **computers and the Internet** are critical contemporary survival skills (Gehrke, 364).

DEBATE: An Opportunity to Problem Solve

A review of literature displays that problem solving may be defined in a variety of ways which correspond with debate skills. Poyla (1954) outlined problem-solving steps:

- understand the problem,
- develop a plan to solve it,
- put the plan in place, and
- evaluate the solution.

This method termed "How to Solve It" is easily understood by novice debaters.

Eberle & Stanish (1980) delineate problem-solving in six steps including:

- determining situations in needs of improvements,
- gathering facts to help understand the situation,
- specifying the problem,
- determining various ways to solve the problem,
- narrowing down solutions, and
- preparing a plan that works.

In either applicable definition of problem solving, the process, rather than the actual debate product (i.e. win/loss record) is the emphasis of the debate curriculum for the gifted student. Importantly, computer technology facilitates and drives the problem-solving process. Specifically, the use of computer technology to prepare for the competitive circle allows the gifted child to focus on the learning process rather than the end product (Taylor, 1980).

DEBATE: Technology and the Real World

Debate requires extensive research. Many researchers consider electronic research as promising and expansive (Gehrke, 1998). Volokh (1996) identified six advantages to using material from the Internet in debate as: more accessible, more timely, cheaper, easier to search, easier to copy, and more affordable.

DEBATE: Benefits for the Gifted Student

A debate teacher works diligently to instill research skills in debaters. A primary goal is to demonstrate how problem-solving skills are grounded in research. In addition, the skills the gifted debater develops in class can be utilized throughout life. These include: using less time to find information and more time effectively writing the findings, developing organizational skills to present findings, reading, and comprehensive large amounts of research, and gaining employment due to communication skills. One debater enrolled in the debate program at Aquilla ISD, a rural Texas district located in central Texas summarized, "I think more in an hour of debate than in two weeks of advanced classes." Such is the general sentiment of gifted students provided an opportunity to problem solve in the competitive arena of debate. To assist in this process, technology serves as a powerful tool designed to help the gifted student to successfully confront the problem-solving challenges today and as fu-

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(from RENZULLI, page 1)

Although some of the students do well in their traditional middle school classes, a number of students have difficulty motivating themselves to complete school-related tasks. However, in their work for the Academy, they are motivated and very often exceed expectations for their portion of a project. Academies of Inquiry and Talent Development (AITD) are an outgrowth of the Schoolwide Enrichment Model (SEM). Some middle schools throughout the country have used the Schoolwide Enrichment Model (Renzulli & Reis, 1997) in order to meet the diverse cognitive and social needs of their students.

The AITD model complements middle school philosophy. Middle school educators are committed to providing a challenging and enjoyable academic experience while, at the same time, maintaining strong support for the social and personal goals of middle level education set forth by the National Middle School Association (NMSA, 1982). Bradley and Manzo (2000) noted that for the past 30 years middle schools have attended to the intellectual, social, emotional and physical needs of young adolescents. It is our belief this model provides opportunities for middle school students to develop their intellectual talents in ways that allow for social and emotional growth as well.

Foundation in SEM

Through a "continuum of services" approach, the SEM provides numerous enrichment and acceleration alternatives that are designed to accommodate the academic strengths, interests, and learning styles of all middle-level students. Rather than labeling students as gifted, the focus is on recognizing behavioral potentials for superior performance and enhancing these potentials by creating an environment where those behaviors can flourish.

The major goal of SEM is to promote both challenging and enjoyable "high-end learning" across the full range of school types, levels, and demographic differences. The model is not intended to replace or minimize existing services to high achieving students, but rather to integrate these services into "a-rising-tide-lifts-all-ships" approach to school improvement.

These are the three major components that make up SEM. The Total Talent Portfolio (TTP) is used to systematically gather and record information about students' abilities, interests, and learning style preferences. This information is then analyzed to make meaningful decisions about necessary curricular modifications and enrichment opportunities.

The second component of the Schoolwide Enrichment Model is a series of techniques that are designed to assess each student's mastery level of regular curricular material; adjust the pace and level of required material to accommodate variations in learning; and provide enrichment and acceleration alternatives for students who have, or can, easily master regular material faster than the normal pace. Curriculum compacting and curriculum differentiation are two procedures that teachers use to accommodate these learning differences.

In the third component of SEM, enrichment learning and teaching strategies are designed to actively engage both teachers and students. Although enrichment learning and teaching can be integrated with the regular curriculum, we have found that we can guarantee opportunities for high-end learning by creating clusters within the school's weekly schedule. Enrichment clusters are non-graded groups of students who share common interests, and who come together to pursue these interests during specially designated time blocks usually consisting of one-half day per week. There is one "golden rule" for enrichment clusters: *Everything students do in the cluster is directed toward producing a product or delivering a service for a real-world audience.* There are no predeteremined lesson plans and what takes place within an enrichment cluster is analogous to the workings of a real world entity such as a film studio, research laboratory, publishing company, or historical society. All learning takes place within the context of developing authentic products or services for real world audiences. Divisions of labor are encouraged to insure that maximum respect is given to each student's interests, learning styles, and preferred modes of expression.

Enrichment clusters can revolve around major disciplines, interdisciplinary themes, or cross-disciplinary topics. A theatrical/television production group, for example, might include actors, writers, technical specialists, and costume designers. Within such a cluster, students direct their how-to knowledge, thinking skills, and interpersonal relations toward producing a product or service. Instead of lesson plans or unit plans, they are guided by six questions.

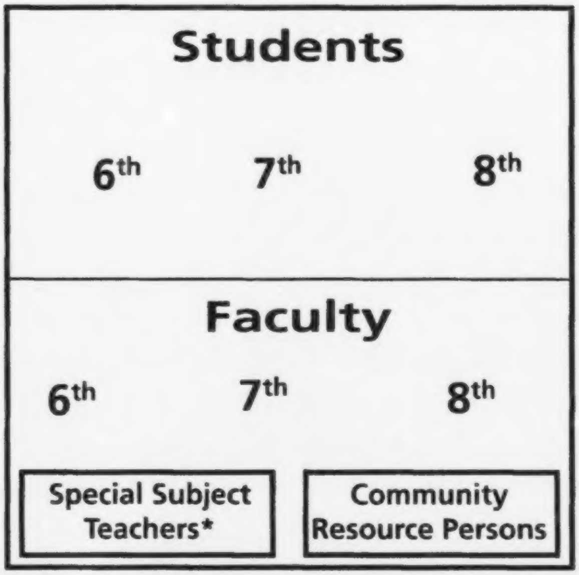
- What do people with an interest in this area—for example, filmmaking—do?
- What products do they create and/or what services do they provide?
- What knowledge, materials, and other resources do we need to authentically complete activities in this area?
- What methods do they use to carry out their work?
- How, and with whom, do they communicate the results of their work?
- In what ways can we use the product or service to affect the intended audience?

Middle-school enrichment clusters have created newspapers, designed playgrounds, and developed small businesses. While some of these clusters have outlived their original scheduled meetings, there are other clusters whose life was shortened because there was no structure to support them.

The Structure of AITDs

Within AITDs, students and teachers who share a common interest in a curricular area (e.g. science, literature, or math) are clustered over the three or four years that they are in middle school. (See Figure 1). Middle school students choose one of six or more academies to enter when they begin middle school. Each academy is guided by a teacher/facilitator (this is usually a teacher, but occasionally had been a member of the community) who shares an interest in the general areas of that field. Potential academies might include: The Academy of Literature, Language Arts, and the Humanities, The Academy of Applied Mathematics, The Academy of Social Sciences, The

FIGURE 1. ACADEMIES OF INQUIRY AND TALENT DEVELOPMENT



Structure for All Academies of Inquiry and Talent Development

Possible academies would include:
Literature, Language Arts and Humanities; Applied Mathematics; Social Sciences;
Fine and Performing Arts; Sports and Leisure Studies; and Computer Sciences and Technology.

* Art, Family and Consumer Sciences, Foreign Language, Guidance, Music, Technology, etc.

Academy of Fine and Performing Arts, The Academy of Physical and Life Sciences, The Academy of Sport and Leisure Studies, and The Academy of Computer Science and Technology.

AITDs provide a vehicle for sustained and meaningful relationships among middle school students with common interests and with adults who share the same general areas of interest. The AITD plan also respects the strong emphasis that middle schools place on teaming by providing an opportunity for students and adults with common interests to work in real world problem solving situations.

The idea for AITDs grew out of research and development dealing with a component of the Schoolwide Enrichment Model (SEM) called enrichment clusters (Reis, Gentry, & Park, 1995; Renzulli, 1994; Renzulli & Reis, 1997). Our experience with middle school enrichment clusters indicated that middle level students frequently express an eagerness to remain together for additional, and usually more challenging involvement in their respective areas of interest. It is for this reason that we have developed this plan, not unlike the practice of "looping," to keep the same group of students and adults together during designated time blocks for the duration of their middle school years. Figure 2 illustrates the potential enrichment clusters that might be included in the Academy of Social Sciences. This figure also points out exploratory experiences and methodological processes that are designed to motivate students towards forming clusters and to provide them with authentic skills that are necessary for focusing cluster activity on applications of knowledge.

The AITD model was developed taking into consideration middle school philosophy and the unique characteristics of adolescent learners. This learning experience is designed to provide high levels of challenge and to capitalize on special areas of student and teacher interests.

The objectives of AITDs are based on two fundamental concepts around which all learning activities within the AITDs are organized. These concepts are authentic learning and real-life problems. Authentic learning consists of applying relevant knowledge, thinking skills, and interpersonal skills to the solution of real problems. Real-life problems require a personal frame of reference for the individual or group pursuing the problem, they do not have existing or unique solutions for persons addressing the problem, and they are directed toward a real audience with a purpose.

Authentic learning should be viewed as the vehicle through which everything, from basic skills to advanced content and processes, "comes together" in the form of student-developed products and services. This kind of learning represents a synthesis and an application of content, process, and personal involvement. The student's role is transformed from one of lesson-learner to first-hand inquirer, and the role of the teacher changes from an instructor and disseminator of knowledge to a combination of coach, resource procurer, mentor, and, at times, a partner or colleague. Although products play an important role in creating authentic learning situations, a major goal is the development and application of a wide range of cognitive, affective, and motivational processes.

In many ways our view of authentic learning compliments the guidelines Beane (1993) proposes for middle school curriculum. He states one guideline as follows: "The central purpose of the middle school curriculum should be helping early adolescents explore self and social meanings at this time in their lives" (p.18). We believe that self-selected, authentic investigations create an important "space" for middle school young people to find points of personal engagement. Beane also states that "the middle school curriculum should be firmly grounded in democracy" (p.19). He believes that democratic curriculum can only be conceived when all people, both adults and students, collaborate to determine the curriculum. Like Beane, we firmly believe that authentic, interest based, investigative experiences, mutually determined by students and teachers, will provide the most powerful and meaningful learning experiences.

Given the diverse needs of middle school students, AITD provides a structure to organize learning around interests in such a way that the students pursue their intellectual growth while facilitating social and emotional growth.

Figure 2. Academies of Inquiry and Talent Development:

Potential Area of Study	Type I Enrichment General Exploratory Experiences	Type II Enrichment Group Training Activities	Type III Enrichment Individual and Small Group Investigations of Real Problems	Outlets/Products/Audiences for Type III Enrichment
History Geography Political Science Sociology Psychology Economics Anthropology	Presentations by persons in each of the disciplines Visitations to sites where these people work Viewing videos of social scientists at work Brainstorming sessions about topics that might be interesting to study Read biographies Debate Panel discussion Visitation to historical sites Brainstorming sessions about	How to develop a survey instrument How to conduct an oral history interview Examination and discussion of interesting documents and products from the discipline How a historian finds and focuses a research problem Socratic Method Comparison/Contrast Primary/Secondary sources Multicultural Sensitivity Training How to Interpret Data Descriptive Statistics Graphs/charts Recognizing types of propaganda Recognizing and detecting bias and stereotypes	The Oral History Research Team The Creative Cartographers Guild The Animal Learning Laboratory The Local Survey Research Team Investors, Inc. The Political Action Society Shipwreck Explorers Lab Students for Social Action The Social Behavior Lab Where Your History Book Leaves Off The Psychology of Dreams The Native American Heritage Society The Hispanic-American Cultural Group The Asian-American Heritage Society The African-American Literature Institute The Women's History Society Society in Conflict The 21st Century Historical Society The Business Researchers' Society	Presentations to local or state historical societies Maps of local historical sites, recreation areas Articles in school and city newspapers and magazines CT Geographic Olympiad Displays at public buildings, shopping malls, senior centers National Geography Bee Letter to Congressman/Senator Lobbying Effort PAC History Day USA Today Stock Market Game Archaeological Dig "Mansfield Monopoly" to Chamber of Commerce Petition to state or local officials Cultural presentations to Primary students Presentations to UConn Psychology Department History text for kids Web page Debate/public panel Presentation to Chamber of Commerce Editorial in school or local Newspaper

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Joseph Renzulli is the Neag Professor of Gifted Education and Talent Development at the University of Connecticut where he also serves as the Director of The National Research Center on the Gifted and Talented. Email: renzulli@uconn.edu

Susannah Richards is a research assistant at Neag Center for Gifted Education and Talent Development at the University of Connecticut where she is also pursuing a doctorate in Educational Psychology with an emphasis on gifted learning.

The work reported herein was supported under the Educational Research and Development Centers Program, PR/Award Number R206R50001, as administered by the Office of Educational Research and Improvement, U.S. Department of Education. The findings and opinions expressed in this report do not reflect the position or policies of the National Institute on the Education of At-Risk Students, the Office of Educational Research and Improvement, or the U.S. Department of Education.

(from PIIRTO, page 5)

The themes were re-organized into categories of the five "suns" in the Piirto Pyramid of Talent Development in "sun of home"; "sun of community and culture"; "sun of school"; "sun of chance"; "sun of gender."

THE SUN OF HOME

Theme 1: Unconventional families and family traumas

Family life was not an idyllic, carefree time in many writers' lives. Life-changing events were often shapers of the writers' choice of writing as a career. They often come from unconventional families that were often artistically oriented, using storytelling as a means of communicating, with books and reading as a presence. The families were often laissez-faire in the approach to discipline, though some writers had parents who were quite authoritarian. Several writers experienced orphanhood, parental disability, neglect, frequent moving, parental alcoholism, suicide of family members, and other extraordinary childhood trauma.

Theme 2: Predictive behavior of extensive early reading

Almost all of the writers speak of their engagement with the written word from an early age. I have called such early evidence "predictive behaviors." Predictive behaviors are those that are common to people who become adult creative producers in a certain domain. The childhood reading was often indiscriminate and compulsive, and reading was used to both escape from the world and to learn about the world. Their verbal interests were noticeable, and many of them were honor students and scholarship receivers. Their parents may or may not have nurtured this early reading but the writers discovered books at an early age and have not yet lost their interest.

Theme 3: Predictive behavior of early publication and interest in writing

Many of the writers early on published in local poetry and fiction magazines, and in children's magazines. They won contests and some were accused of plagiarism by teachers who couldn't believe they could write so well. This early validation of their writing talent by others served to spur them to further efforts in writing. Biographical and autobiographical accounts of the childhoods of writers, and published juvenilia confirm that early publication is a salient predictive behavior for later writing success.

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Theme 4: Incidence of depression and/or acts such as use of alcohol, drugs, or the like.

The use of drugs and alcohol is present in the interviews and memoirs of contemporary writers. Pamela Durban, for instance, stated that after the break-up of her second marriage, "I drank too much and did all kinds of undignified and destructive things and started to write poetry." Novelist Laura Kalpakian described similar means. "If I couldn't crack up, break down, court madness, sleep with death, flirt with suicide on my own, then there were always drink and drugs to help me." Poet John Ashbery discussed a period when he was seeing a psychoanalyst about his drinking: "At the time I started going to him I was in a very distressed period, and was very anti-social, although I didn't realize it. I had a tremendous drinking problem, and I would go to somebody's house for dinner and get drunk and leave before dinner was served." Ashbery was in despair: "It was as though I somehow couldn't bear to be with people, but I couldn't stand to be alone either, and I couldn't write very well, and . . . anyway I really needed help. I've continued seeing this man."

Theme 5: Being in an occupation different from their parents

Although some occupations seem to have the characteristic of passing from parent to child (e.g. the family business; athletics; teaching, acting), writing does not seem to be such an occupation, as less than five percent of the writers had parents who were writers. That is fewer than the percentage of sons and daughters who follow their parents into school teaching, or into business. However, several of the parents were teachers or professors, and writing would seem to be a natural outgrowth of being in such a home where the presence of books and encouragement of reading would be present.

THE SUN OF COMMUNITY AND CULTURE

Theme 6: Feeling of marginalization or being an outsider, and a resulting need to have their group's story told;

One difference between African American, Hispanic, American Indian, and white writers seemed to emerge. The need to have one's group's stories heard and recognized is a theme in many of the interviews and essays. The black writers almost unanimously expressed that they were writing in order to be able to portray the real lives of African-Americans, not those lives filtered through white writers' sensibilities, which were often formed by association with their servants. For example, the novelist Ellen Perry was quoted as saying, "I think I'm more interested in how black women survive and even flourish in a world where there is so much against them . . . I am interested in cultural and racial clashes among people of differing backgrounds, differing ideas, and world selves. "

Theme 7: Late career recognition

Because of the financial precariousness of continuing with writing as a profession, many writers have experienced more than their share of types of jobs. It's amazing to go through the lists of previous occupations held that are in the author blurbs in the end pages of small and large literary journals. Many writers had other career starts before settling on and accepting their emotional need to write. Poet Frank O'Hara worked at the Museum of Modern Art as a curator. Gayle Elen Harvey has been a dental hygienist for years while publishing many poems and winning many contests. Jorge Luis Borges was a librarian in Buenos Aires. Herbert Scott won a poetry prize for his book called *Groceries*, with poems gleaned from his years in management at a chain grocery store. Pulitzer prize-winning poet Mary Oliver was a cataloguer of Edna St. Vincent Millay's papers.

THE SUN OF SCHOOL

Theme 8: High academic achievement and many writing awards

In looking at biographical and autobiographical essays and reference works, it became apparent that these writers were bright. Many graduated with honors from high school and were given scholarships and fellowships to pursue their academic careers. Many had risen from humble backgrounds by way of their academic talents. It is evident that the "sun" of school was upon them, and that teachers had a place in their talent development. They could be called the success stories of the field of the education of the gifted and talented, as their verbal talents are highly acceptable to schools.

One of the marks of high intelligence is memory. Memory is the stock in trade of the highly intelligent. Though they may be now called absent-minded professors, they have possessed the kind of academic memory that enables them to score high on tests—memory for what they have studied. Visual and verbal memory are often intertwined, but many writers seem to remember the words quite well for the songs of yesteryear (many a writer's party ends up with people singing old songs). They possess memory for emotional events of childhood that the rest of the family has forgotten.

Theme 9: Nurturing of talents by both male and female teachers and mentors

The writers were often encouraged by teachers who discovered their talent as writers. These teachers often became mentors. The genders of the mentors were more often male than female. Louise Glück described her relationship with the poets Leonie Adams and Stanley Kunitz thus: "I was working, of course, with extraordinary minds. And I was being exposed to images of dedication, not of the kind I knew, which I was not wholly prepared to comprehend." She spoke of the polite scrutiny of her teachers: "One of the rare, irreplaceable gifts of such apprenticeships is this scrutiny; seldom, afterward, is any poem taken with such high seriousness."

Theme 10: Attendance at prestigious colleges, majoring in English literature but without attaining the Ph.D.

Another theme in these successful writers' lives indicates that perhaps the college one has attended as an undergraduate or graduate student has some relationship to future success. The choice of college is important, and one could compare the college connections and training received to the ancient practice of the guild. Meeting professors and writers who can help and to whom the writer can apprentice herself should be an important facet of college choice.

THE SUN OF CHANCE

Theme 11: Residence in New York City at some point, especially among the most prominent

An odd fact surfaced in the tallying and evaluation of the themes in these lives. That is that many of the writers had lived for a time in or near New York City. Although they had grown up all over the nation (and the world), for some reason New York City figured as a domicile for at least a while. Whether this was to put themselves into proximity with the publishing world or for other reasons, is not known. Stories of New York life abound.

Theme 12: The accident of place of birth and of ethnicity

Of course, the "sun of chance" shines most clearly with our circumstances of birth. Where we were born, into what family we were born, into what community we were born, all influence the trajectory of our lives. Regional writers are only "regional" to those of other regions. The environment in which we were born and in which we grew influences us forever.

Yusef Komunyakaa said that his tour of duty in Vietnam wasn't as frightening to him as to others: "I wasn't afraid of the essence of the vegetation. . . . I felt there was a kind of celebration within the context of the landscape, the same kind of celebration that I grew up with, the idea that anything would grow." Komunyakaa, who was born in Bogalusa, Louisiana, "in the sultry humidity and enervating heat of the deep, deep South," liked the light in Vietnam. "There was a quality of greenness."

THE SUN OF GENDER

Theme 13: Conflict with combining parenthood and careers in writing;

Like most women creators and women who have careers, the women writers experienced overlapping interferences in their attempts to combine family life with their creative work. I was unable to detect much concern among the men about how they would combine being a father with being a creative writer. Women feel it and express it; men do not feel it; or if they do, they do not express it.

Theme 14: Societal gender expectations incongruent with their essential personalities.

Ambivalence about the role they play in society did not start with motherhood for many of these writers. They had been equivocal about being female and then female writers long before they became mothers in a culture that still defined that function within rather narrow boundaries. Some of them did manage to rise above their earliest negative feelings about their gender and writing, and some even found a great advantage in being a female writer, but most struggled with this identity. The theme of androgyny (that is, not being rigid in sex role behavior— having characteristics of both men and women) seemed key.

Theme 15: History of divorce more prevalent in women.

The women writers got married, got divorced, and many remarried. Others had two marriages and a divorce, and some had been married three times (Angelou, Piercy, Smiley, Raz, Wakoski). At least 85 percent of the women writers had had at least one divorce. This is far higher than the figure given for the population at large, which has been estimated at 40-50 percent. However, those who were remarried or in primary relationships without benefit of the legal ceremony, wrote and spoke about having supportive mates who encouraged their work. Others were single by choice after having divorced, or had never married. Several were single but in lesbian relationships.

The men seemed to be more committed husbands than the women are wives, as only 29 percent of the men have been married more than once, which is much better than the current divorce rate of 50 percent for the population at large. However, several of those male writers who did divorce seemed to have had more than one; Norman Mailer has been married six times; Saul Bellow five times; Russell Banks, Gary Snyder, and Robert Olen Butler four times; Sam Hamill, Jay McInerney, Arthur Miller, and Robert Kelly three times; and others, more normally, twice.

Theme 16: Military service more prevalent in men.

One theme that surfaced in the biographies of male writers did not appear in the biographies of female writers, and that is the influence of being in the military on the men. None of the women had been in the military (to my knowledge), but twenty-four of the eighty men, or 30 percent, and had. These were mostly the older men of the group, born in the 1930s and 1940s. The subject matter for such men writers as Norman Mailer (*The Naked and the Dead*), Joseph Heller (*Catch-22*), and Tim O'Brien (*Going After Cacciato*) was World War II and the Vietnam War. Profoundly affected by their military experience, they shared the horrors of those experiences with a public hungry for a sensitive portrayal of men at war.

These sixteen themes resonated throughout the lives of successful U.S. writers. You may never have heard of them but they are well known to the domain of creative writing. As in other talent areas, the domain is what defines the field (Feldman, Csikszentmihalyi, and Gardner, 1994). An author whose book is on the best-seller list may not have the respect and validation of other, peer writers, even though the public may think highly of the writer's work. An example is the novel *Bridges of Madison County,* which was admired by the public and disparaged by many adult creative writers. Making money may not be the key; awards, recognition, and a clear regard by fellow writers is. In fact, it is very difficult to support oneself as a writer; many writers have been taken up by the academy and they teach writing in high schools and colleges; others struggle in other fields. Peer recognition in the constant acceptance of stories, poems, and novels by struggling small presses is an extrinsic motivator. But the true motivator is that they must write to make sense of life; writing to them is often self-therapy.

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Jane Piirto, Ph.D., is the Trustee Professor of Graduate Education at Ashland University in Ashland, Ohio, where she directs the talent development program. She has written over a hundred scholarly articles, poems, and short stories, and has published eight books, including an award-winning novel.

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did not speak readily nor easily about any of her accomplishments. She said her work in the classroom was "just what I do." She is frequently uncomfortable when someone compliments her work, not just from socialization that teaches us to be self-deprecating.

> *The praise has little meaning because the people, especially the administration, don't really understand. They don't understand that the nice bulletin board didn't require a lot of effort, that I just did it as a good will gesture.*

For JoAnn, being a gifted adult in public education has meant discovering how to negotiate tensions. Her passion for learning and her perceptions of the need for social and educational change have frequently encountered apathy for learning and entrenchment in the status quo.

> *You know, to me, there are really very few things that are greater than learning, than what learning can give. And, I've worked in our school system for a number of years, and I don't see a lot of value placed on learning. I think that's really sad. Some people value school as a day care. Part of that is that we're simply trying to react to what's happening in society. Most people, both parents work; the kids have to be somewhere. But learning itself doesn't seem to be valued. School, in a way, is at the mercy of society. You have business people who are going to be hiring these people, and the people need to know this, this, this, and this. That doesn't include the significance of the French Revolution or philosophy in Moby-Dick. The students are going to take their computer classes and their keyboarding classes, you know, the things that the businesses and the industries are saying are worthwhile. The system can be a problem, but it's also us, where our expectations are.*

JoAnn wanted to share her love of learning, but that passion was not viewed as practical. Because her values are not compatible with those in public education, she has learned to be silent.

She also learned to cultivate her invisibility.

> *There is a plus to being invisible. You can do things. It keeps you out of trouble. For the most part, I understand this because of what I've seen happen to other people more than what I've experienced. I asked this woman I work with, 'What if you see something you don't like, that you think is not good for kids?' She said that people like that get branded trouble makers. I have a good reputation. I don't think the administration can say what a good counselor is, but I do what they want me to do. In return, they think I have good judgment and I get a lot of trust.*

There are times when she wishes she were more assertive, more visible. "

> *Sometimes I would like to step up and take a leadership role. We were doing this Ropes training and had come to a problem-solving situation. I told the group I thought we should place the board a certain way, but no one paid attention. Later, after a lot of discussion and effort, the group placed the board as I had suggested. One person commented that I'd said that a long time ago but no one had heard. I'd like to but I just don't have the personality for a leadership role. I think sometimes they don't listen to me because I think ahead. For example, the other day the principal called me and told me to talk with this lawyer about a special ed kid who had hit a teacher. The kid had been sent away. But his special ed designation was ED with aggressive anger. We can't remove him if his behavior is a result of his disability. I had tried to tell the principal that.*

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> *If she had listened to me, we wouldn't be here with the lawyer. We're gonna get busted on this.*

JoAnn sees this tendency toward accommodation as a result of life-long training. Her father taught her early to accept much and to expect little.

> *Even today, if someone says, Let me help you, it'll put me in tears. I think, Why would you want to help me? I don't deserve it.*

This perception has led JoAnn to cultivate a strong sense of self-reliance. She says repeated, "I'm respected because I get the job done." The implication is that she would not be as respected if she were more assertive.

This feeling of tension between being recognized and being invisible carries into social settings as well. JoAnn said,

> *Sometimes I just feel crazy. You know, I say something and people will look at me or they'll give this response that's like, What? and I just feel crazy. I think, Am I the only person who thinks like this? Am I the only person who looks at it this way? Is there something wrong with me? Am I incorrect, am I a bad person? I mean, I just go through this whole series of thoughts that, somehow, I'm wrong, like everyone else has the picture and mine's fuzzy or something. Then I go home and I think, NO! No, no, no! And I like that I can do that because I used to not be able to. I used to have a hard time because I would let the outside voices win. I have enough power now that I can fight it.*

Through taking intellectual risks in graduate school, succeeding, and being rewarded for having taken the chance, JoAnn has gained enough confidence to tell herself that she is not crazy; but she still has not found a suitable way to confront those "outside voices." She has gained her voice through her own education, but still feels silenced in her professional and social life. Therefore, she is still fighting the invisibility syndrome.

Conclusion

Gifted adults, especially women, in education and other fields that demand a high degree of conformity may feel much as JoAnn does. We must counter socialization efforts that teach us to refrain from standing up for what we believe and what we need. Unless we can explore with gifted adults the nature of their gifts without embarrassment, they will continue to feel stigmatized and we will lose the benefits of their abilities. Many gifted adults will continue to wear that cloak of invisibility because it's a garment that fits better than the fool's cap.

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During the past 29 years, Lynda Jordan has taught English in grades 6 through 12. She currently teaches English and social studies to gifted students in grades 9 through 12 in Del Valle, TX. She is also a doctoral candidate in Curriculum Studies at the University of Texas at Austin.

(from THOMPSON & CRENSHAW, page 9)

ture leaders in rapidly advancing technological society.

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Dr. Donna Crenshaw serves as chair of the Department of Teacher Education at Texas Woman's University. Instrumental in implementing model programs, she is a frequent presenter at state and national education conferences. She currently serves as an officer in the Research and Development Division of the Texas Association for the Gifted and Talented.

Kerry Thompson is a gifted education consultant and program director for gifted and talented services at Gordon ISD. She has successfully coached debate for ten years, and has been honored as An Outstanding Teacher of the Gifted by the Texas Association of Gifted and Talented. In 1992, she received the Outstanding Teaching of the Humanities Award in Texas.

(from BATSON, page 3)

flexibility for students and local districts to meet the needs of all levels of learners.

For the gifted student, planning must begin in grade six and continue throughout the high school years. With a plan (that can be modified along the way), parental support, counselor advice, and principal and teacher leadership, high school can lead to a rich university and post-university life.

Specifics? The Distinguished Achievement Program is a state-approved graduation plan that includes choices and options for even the most gifted student to demonstrate learning via professional quality products. Texas has growing International Baccalaureate programs. Dual credit is available offering the high school student college and high school credit simultaneously. Credit by examination allows students to test out of courses. Early graduation is an option.

What about Advanced Placement (AP)? College Board AP courses have been encouraged throughout Texas. These courses if implemented using the AP syllabi will offer college level curriculum. However, AP courses are not sufficient to meet the needs of gifted students. The AP course can form the foundation for differentiated curriculum. But AP courses alone cannot satisfy the requirements of a student who is gifted in the discipline.

Another facet under development is exit-level performance standards for Texas high school gifted students. This work was approved by the 76th Texas Legislature as Rider 69 of the Appropriations Bill. Rider 69 stated that the Texas Education Agency develop an assessment system and statewide standards for gifted and talented students at all grade levels. Out of the fund appropriated, TEA began to develop such a system and is now concluding a high school exit-level pilot in the areas of mathematics, science, social studies, and language arts. These standards will provide statewide expectations and criteria for professional level performances and products. Although the pilot has not concluded and thus a written report is not yet available, verbal reports are quite encouraging even in light of implementation challenges.

University and adult gifted lives remain somewhat of a mystery. There have been various longitudinal studies including the famous Terman study which spanned more than 50 years, Felice Kaufman's ongoing data collection from White House Fellows, the research from Hunter College Elementary School Graduates that tracked the lives of individuals who were identified as gifted or exceptional in their youth.

Perhaps the answers to where they are and where they

(see BATSON, page 30)

What the Research Says About the Effects of Long-term Programming for Gifted Youth and Adults

Susan K. Johnsen

Researchers and educators have been criticized for not examining the long-term effects of programs for gifted and talented students. Administrators and even teachers may change the focus of the curriculum or the delivery model without examining the involved students' reactions or influences on future success. This review, therefore, focused on empirical research that was longitudinal in nature and provided information about educational programming for secondary youth and young adults. When ex post facto, student reflections (surveys, interviews, and/or questionnaires), and case study methods were included, forty articles were discovered in *Gifted Child Quarterly, the Journal for the Education of the Gifted, and Roeper Review* over the past ten years (1991-2001).

The majority of these articles used samples from high schools. The fewest number of articles (N=8) addressed middle school students. For the most part, the researchers used either case studies (40%) or student reflections and interviews (55%). Eighty percent of the articles included special groups in their sample: African American (3), Asian American (1), Hispanic American (2), learning disabilities (2), urban (4), underachievers (6), male (7), and female (7). The articles examined the effects of acceleration, enrichment, development of creative products, leadership programs, mentoring, counseling, and early success (i.e., valedictorians and awards).

As mentioned in previous reviews, acceleration appears to be effective. Students tend to select more challenging courses in high school, perform well in subsequent courses, complete college and enter graduate school earlier, and find satisfying careers at a younger age. For example, one graduate of the Study of Mathematically Precocious Youth is an assistant professor of astrophysics at Pennsylvania State University received her Ph. D. degree in astrophysics from the University of Chicago at age 22 (Charlton, Marolf, & Stanley, 1994). Equally important, students do not report any social and emotional adjustment problems.

Successful students from special populations appeared to believe in themselves, have strong family or teacher support, identify goals, and participate in extracurricular activities. Those who were underachieving tended to have inconsistent role models, limited support from the school or the family, and no interest in the school curriculum or extracurricular activities. Underachievers also continued to perform poorly in college, were not directed, and were less involved in campus activities (Peterson, 2000). Emerick (1992) identified some ways to reverse the underachievement pattern, which included stimulating interests, parent support, challenging classes, goal-setting, and finding teachers and/or mentors who care about them. According to researchers, effective mentors tend to improve the self-esteem of their proteges by not only developing interests but also by providing emotional support, being open-minded and non-judgmental.

Special populations continue to confront challenges through their adult lives. Successful minorities must learn how to address society's stereotypes, including racism (Kitano, 1997a, 1997b, 1998). Women must learn how to delay childbearing or balance career and family (Arnold, 1992). College students with learning disabilities must overcome the low expectations that were set during their K-12 experiences (Holliday, Koller, & Thomas, 1999). To provide support to special populations, Kitano (1997a) and other researchers recommend that the number of minority teachers needs to be increased, that all teachers must focus on raising self-confidence and self-esteem, that educators and families must collaborate to help these special students recognize hardships, that the schools must provide guidance, and that society should work to recognize and remove social and institutional obstacles.

In terms of special programs, researchers have found that early creative production leads to later production (Hébert, 1993; Torrance, 1993); that mentoring programs based on student interest encourage careers and improve self-esteem (Ambrose, Allen, & Huntley, 1994; Davalos & Haensly, 1997); that performance-oriented, after-school programs develop leadership (Roach, 1999); and that counseling supports future college and career planning (Olszewski-Kubilius, 1996). In many cases, these described effects are based on single articles and limited case studies.

Additional research needs to be conducted to determine if these early positive results are supported.

Ambrose, D., Allen, J., & Huntley, S. (1994). Mentorship of the highly creative. *Roeper Review, 17,* 131-134. This is a retrospective case study that investigated the experiences of a highly gifted young artist and his relationship with two mentors who guided his development throughout his high school years. His experience shows that it is important that mentors provide emotional support and encouragement and inspirations about a topic of study.

Arnold, K. (1992). Undergraduate aspirations and career outcomes of academically talented women: A discriminant analysis. *Roeper Review, 15,* 169-175. This 15 year longitudinal Illinois valedictorian project follows 81 students who graduated at the top of their Illinois high school classes of 1981. The researcher used qualitative and quantitative data to analyze the educational and occupational lives of female valedictorians 10 years after high school graduation. Differences in career aspirations among academically talented women were largely accounted for by their approaches to balancing family and career. Later marriage and childbearing were important determinants of both vocational aspirations and post college attainments (i.e., remaining childless during the first five years after college).

Barnett, L. B., & Durden, W. G. (1993). Education patterns of academically talented youth. *Gifted Child Quarterly, 37,* 161-168. In this study 228 seventh grade students who participated in the Johns Hopkins University Center for Talented Youth Academic Programs were compared to 186 eligible seventh grade students who did not enroll in CTY courses. The researchers used an ex post facto survey method to collect their data. They found that both groups were very successful academically in high school. Both took Advanced Placement and accelerated course work in a broad range of disciplines and received high scores. They also distinguished themselves in extracurricular activities and graduated with distinction. However the key differences between the groups related to their pursuit of a more challenging high school curriculum, results of standardized achievement tests, and college admission. The CTY group pursued calculus and took college courses earlier and had a higher proportion of students who accelerated in subject areas.

Callahan, C. M., Cunningham, C. M., & Plucker, J. A. (1994). Foundations for the future: The socio-emotional development of gifted, adolescent women. *Roeper Review, 17,* 99-105. Over a 12-month period, data were gathered on 5 sixth, seventh, or eighth grade gifted, adolescent women to examine their social and emotional adjustment. The researchers found that many of the characteristics, which have been identified as inhibitors to the success of females, were present, including an over reliance on social manipulation, self-doubt, and lack of planning for the future. The data revealed that these young women were supported by their families and used problem solving strategies to address problems.

Charlton, J. C., Marolf, D. M., & Stanley, J. C. (1994). Follow-up insights on rapid educational acceleration, *Roeper Review, 17,* 123-128. Two young adults who had participated in the Study of Mathematically Precocious Youth shared the effects of an accelerated program on their future. One graduate is an assistant professor of astrophysics at Pennsylvania State University who received her Ph. D. degree in astrophysics from the University of Chicago at age 22. The other completed his Ph. D. degree in physics at the University of Texas at age 20. They believe that rapid progress through school grades all the way to the Ph. D. degree is the optimal way for persons like themselves to enrich their educational experience and career.

Davalos, R., & Haensly, P. (1997). After the dust has settled: Youth reflect on their high school mentored research experience. *Roeper Review, 19,* 204-207. This article investigated the effects of a yearlong independent study/mentorship course on 90 gifted high school students who responded to a survey questionnaire. Classroom emphasis was on research skills, product development, and a professional level public presentation. Students perceived benefits through career exploration, growth of work skills, college preparation, "real life" learning, improved self-esteem, and guidance from the career mentor.

Delcourt, M. A. B. (1993). Creative productivity among secondary school students: Combining energy, interest, and imagination. *Gifted Child Quarterly, 17,* 23-31. The sample consisted of 18 students in grades 9 through 12 who had participated in an Enrichment Triad Model. Program services included advanced placement courses, honors classes, special seminars and mentorships, along with opportunities for individual investigations. Using parent questionnaires, student interviews, and formal tests which measured self-student interviews, and formal tests which measured self-concept and attitudes, the author found these factors which influenced creative production: parents who were interested in the project and who encouraged independence; students who pursued interests that were initiated during elementary years; students who genuinely enjoyed the topic; students who were allowed to be flexible in their planning; an audience who was interested in the topic; and students who had enough time, resources, and materials to pursue their topics in-depth.

Emerick, L. J. (1992). Academic under-achievement among the gifted: Students' perceptions of factors that reverse the pattern. *Gifted Child Quarterly, 36,* 140-146. This study investigated those factors that influenced the reversal of underachievement in 10 gifted students, ages 14 to 20. Analysis of questionnaire responses and interview data revealed six factors that appeared to influence this reversal. First, students believed that out-of-school hobbies maintained their self-worth, interests, and love of learning. Second, parents supported these out-of-school interests and maintained a positive attitude toward them. Third, students reported characteristics of academic classes that reversed the underachievement. These classes eliminated basic course content and were more challenging, allowed independent study, provided opportunities for discussion, assigned "real" work, and focused on the process as well as the product of learning. Fourth, the students set goals that were meaningful to them instead of others. Fifth, the students felt that the single most important factor was a teacher who motivated and cared for them. Finally, the students changed their attitudes toward academic success and themselves.

Hébert, T. P. (2000). Defining belief in self: Intelligent young men in an urban high school. *Gifted Child Quarterly, 44,* 91-114. This article followed the experiences of six successful gifted young men in an urban high school. A combination of participant observation, ethnographic interviews, and document review was used to gather data. The results indicate that high-ability males have a strong belief in self that was supported by sensitivity, multicultural appreciation, aspirations, and definite goals. When teachers and coaches of the same gender took a personal interest in these gifted young men, after school and extracurricular experiences had a powerful impact on shaping their beliefs in self. In addition, teachers who consistently reinforced the message that hard work combined with ability also had a strong effect on the students.

Hébert, T. P. (1998). DeShea's dream deferred: A case study of a talented urban artist. *Journal for the Education of the Gifted, 22,* 56-79. This case study focused on an artistically talented youth's point of view regarding his art program in an urban high school. The researcher used classroom observations, individual interviews, and a document review. Hébert discovered that a series of negative curricular and counseling experiences combined with a difficult family situation appeared to adversely affect DeShea's dream of pursuing a college education in commercial art. The author recommended that an art teacher should not allow the subject matter to become a means to an end but should involve a student in an individually meaningful and rewarding experience that includes personal dreams, ambitions, interests, and talents.

Hébert, T. P. (1998). Gifted Black males in an urban high school: Factors that influence achievement and underachievement. *Journal for the Education of the Gifted, 21,* 385-414. The case studies reported in this article describe the experiences of two gifted African American males in an urban high school. Factors that influenced achievement appeared to be belief in self, family support, multicultural appreciation, sensitivity, and high aspirations. Factors that influenced underachievement appeared to be an inappropriate match with the curricular activities and learning style, inappropriate counseling and class placement, inconsistent family role models. The authors suggest the importance of training counselors for diversity, working closely with families, and providing enrichment activities outside the school days.

Hébert, T. P. (1996). Portraits of resilience: The urban life experience of gifted Latino young men. *Roeper Review, 19,* 82-90. This article explores the resilience of three gifted Latino young men in an inner city high school. Semi-structured interviews and participant observation were sources of data. Sources of resilience appeared strongly connected to a strong belief in self, familial and extrafamilial support, participation in extra-curricular activities, and clear personal goals.

Hébert, T. P. (1993). Reflections at graduation: The long-term impact of elementary school experiences in creative productivity. *Roeper Review, 16,* 22-28. This research examined the question: what is the long-term impact of creative productivity experiences in elementary school? Using nine case studies of students who had participated in the Renzulli Enrichment Triad Model in grades four through six, the author conducted in-depth, open-ended, tape-recorded interviews in their homes during the spring of their high school senior year. Products and available management plans provided additional information. The following themes emerged after analyzing the interviews, products, and plans: Type III interests affect post-secondary plans; a desire for creative outlets continues in high school; a decrease in Type III activities in junior high occurs; earlier Type II activities provide training for later productivity; and non-intellectual characteristics such as creativity and task commitment remain constant.

Hébert, T. P., & Olenchak, F. R. (2000). Mentors for gifted underachieving males: Developing potential and realizing promise. *Gifted Child Quarterly, 44,* 196-207. The three young men who participated in this study ranged from elementary through later adolescence and had been referred to a special mentoring program. Each of the subjects was male, had been recognized as gifted, and was currently underachieving. Data were collected using semi-structured interviews with the students and their teachers, school counselors, advisors, and other professionals and a review of school documents. Successful relationships involved an open-minded and nonjudgmental mentor who provided consistent social/emotional support and advocacy and developed a plan that was based on the student's strength and interest.

Holliday, G. A., Koller, J. R., & Thomas, C. D. (1999). Post-high school outcomes of high IQ adults with learning disabilities. *Journal for the Education of the Gifted, 22,* 266-281. This study examined the long-term, post-high school outcomes of 80 adult vocational rehabilitation clients who had been identified as having both high intellectual ability and learning disabilities. Survey data were analyzed on the 23 females and 57 males. While all of the respondents had been identified for special education services, only 7.5% had reported having been told of any exceptional abilities. Despite their abilities, their accomplishments were extremely limited. Only 21% had completed more than four semesters of college although 31% had expressed interests in a four-year degree program and 17% in a two-year degree program. The authors conclude that educational and vocational outcomes fall far short of individual expectations for this group.

Hollinger, C. L., & Fleming, E. S. (1993). Project CHOICE: The emerging roles and careers of gifted women. *Roeper Review, 15,* 156-160. Creating Her Options in Career Exploration (CHOICE) was a career development program for gifted and talented female adolescents in Cleveland, Ohio. From the original population 1141 female sophomores, 335 were identified as gifted and talented. The program involved identifying barriers to the realization of career potential and designing and implementing interventions to overcome these barriers. This study, a follow-up of 126 Project CHOICE participants, was conducted as the young women were approaching their thirtieth birthdays. Over 45% had attained advanced degrees; 19.8% of the sample attained the highest career level (lawyers, physicians, and corporate managers) and 50% included middle level corporate managers, teachers, and nurses. While fewer than half were married and only 27% had children, the respondents were "very satisfied" with their life.

Kitano, M. (1997a). Gifted African American women. *Journal for the Education of the Gifted, 21,* 254-287. This study explored the personal, socialization, and structural factors affecting the life-span achievement of 15 gifted African American women, ages 31 to 59 years. The primary data-collection method for this study was an in-person, semi-structured interview with each subject and a telephone interview with a parent or other person familiar with the subject's life. Results indicated that these gifted women displayed high achievement during the K-12 years and were supported by their schools and families. All reported racism as significant challenges in adulthood. In response to racism, sexism, poverty, parental death, and other obstacles, the participants manifested positive coping strategies such as ignoring, reframing, affirming oneself, finding alternative paths, and seeking support from the environment. The author recommends that the number of African American teachers need to be increased, that all teachers must support African American girls' self-confidence and self-esteem, that educators and families must collaborate to help these women recognize hardships, that the schools must provide guidance, and that society should work to recognize and remove social and institutional obstacles.

Kitano, M. (1997b). Gifted Asian American women. *Journal for the Education of the Gifted, 21,* 3-37. This study explored the personal, socialization, and structural factors affecting the life-span achievement of 15 gifted Asian American women, ages 31 to 54 years. The primary data-collection method for this study was an in-person, semi-structured interview with each subject and a telephone interview with a parent or other person familiar with the subject's life. Results indicated that these gifted women displayed a wide range of characteristics with most being voracious readers and achievers. Most of the women's academic efforts were supported by their families and teachers. The majority also reported racism, sexism, or both as significant challenges in adulthood. The author recommends that "subject matter curricula might include opportunities to discuss social issues, practice critical thinking and demonstrate talent through problem solving applied to significant human concerns" (p. 33).

Kitano, M. (1998). Gifted Latina women. *Journal for the Education of the Gifted, 21,* 131-159. This study explored the personal, socialization, and structural factors affecting the life-span achievement of 15 gifted Asian American women, ages 33 to 49 years. The primary data-collection method for this study was an in-person, semi-structured interview with each subject and a telephone interview with a parent or other person familiar with the subject's life. Results indicated that these gifted women displayed a variety of personality styles with the majority reporting that they earned average grades. While some of the families supported academic achievement, the majority gave mixed messages. Women from these families felt emotionally supported but knew that their families expected them to be feminine, to marry and raise children, or to stay close to home. The women reported support from teachers but also described discouraging incidents such as being punished for speaking Spanish and being advised into low achievement tracks. While the majority had experienced racism or sexism during their lives, they did not perceive these factors as an impediment until the adult years. The author recommends that Latina women be recognized early, be supported by high expectations and career counseling.

Kline, B. E., & Short, E. B. (1991). Changes in emotional resilience: Gifted adolescent boys. *Roeper Review, 13,* 184-187. The researchers investigated the social and emotional changes in 82 gifted males in 9th through 12th grades. Each subject completed a 138-item questionnaire. The items related to school adjustment, interests and activities, family and adult connections, social and leadership issues, planning and goals, thinking styles, and feelings. The results indicated that discouragement and hopelessness peak at junior high school and then decline in senior high school. Most gifted boys decide to emphasize career success and relegate emotional and relational themes to a lower order of priority. The authors conclude that gifted boys may be influenced by societal expectation, i.e., males do not show emotions.

Kolitch, E. R., & Brody, L. E. (1992). Mathematics acceleration of highly talented students: An evaluation. *Gifted Child Quarterly, 36,* 78-86. Approximately 750 students who had participated in the Study of Mathematically Precocious Youth responded to a questionnaire regarding the effects of the program. These students did well in mathematics courses taken several years earlier than is typical and excelled on AP calculus examinations. The majority of the students took calculus two and a half years earlier. The students also participated in mathematics competitions and summer programs, reported working with mentors, became involved in independent projects, and read mathematics books on their own. In general, the females appeared to be less likely to accelerate greatly.

Lynch, S. J. (1992). Fast-paced high school science for the academically talented: A six-year perspective. *Gifted Child Quarterly, 36,* 147-154. This article reports the results of a six-year study of academically talented students, 12 to 16 years old, who completed a one-year course in high school biology, chemistry, or physics in three weeks at a residential summer program. Students demonstrated subject mastery by taking college Entrance Examination Board science achievement tests. Their mean scores were higher than those of high school juniors and seniors. Follow-up studies indicated that students also performed well in subsequent science courses.

Mills, C. J., & Ablard, K. E. (1993). Credit and placement for academically talented students following special summer courses in math and science. *Journal for the Education of the Gifted, 17,* 4-25 The researchers surveyed 892 academically talented students about academic credit and/or course placement for their participation in a precalculus or fast-paced science course during the summer. They found that 39% of the math students received credit and 38% of the science students received credit in their schools.

Mills, C. J., Ablard, K. E., & Lynch, S. J. (1992). Academically talented students' preparation for advanced-level coursework after individually-paced precalculus class. *Journal for the Education of the Gifted, 16,* 3-17. These researchers found that intensive summer precalculus mathematics courses that allowed students to proceed at an individual pace provide greater challenge and the prerequisites necessary to succeed in subsequent mathematics courses. About 80% of the students reported having received a grade of A in their high school mathematics course despite the fact that many were one or more years younger than their classmates. The authors conclude that schools should not be concerned that fast-paced courses do not adequately prepare gifted students for more advanced courses.

Moon, S. M., Feldhusen, J. F., & Dillon, D. R. (1994). Long-term effects of an enrichment program based on the Purdue Three-Stage Model. *Gifted Child Quarterly, 38,* 38-48. The long-term effects on a group of 23 students and their parents of the Purdue Three-Stage Model was examined. These students participated in the elementary program for at least 3 years and were either seniors in high school or were attending college. Along with school data, participants and parents responded to a questionnaire. The enrichment program appeared to have had a positive impact on the students and was successful in achieving program goals. Negative effects included being pulled out of the regular classroom, increasing boredom with the regular program, and being different. Contrary to research, students did transfer some of the creative thinking and problem solving skills to content-specific subjects. Since students did not appear to enjoy assigned independent projects, the authors conclude that student-generated studies around their interests may be more effective.

Noble, K. D., Robinson, N. M., Gunderson, S. A. (1993). All rivers lead to the sea: A follow-up study of gifted young adults. *Roeper Review, 15,* 124-130. The Early Entrance Program (EEP) has enabled highly capable adolescents in western Washington state to enroll in college before age 15. Students are selected for the EEP on the basis of scores on the Washington preCollege Test, the Stanford-Binet IV, a 20-minute essay, achievement test records, class grades, teacher recommendations, interviews with students and their families, and the student's own motivation. A follow-up survey of 109 participants indicated that these students were satisfied with their decision to accelerate their secondary education, were working in career-related jobs or were planning to attend graduate school. The authors found no social and emotional adjustment problems.

Olszewski-Kubilius, P. (1996). The impact of a college-counseling program on economically disadvantaged gifted students and their subsequent college adjustment, *Roeper Review, 18,* 202-208. Fifty-five students from public high schools in a major urban school district were compared to a group of economically advantaged students who participated in a special summer program for high school students. The economically disadvantaged students changed their plans to finance college as a result of the summer program. Initially, slight differences exist in their aspirations, dreams, expectations and perceptions about college. At college, differences begin to occur. A three-year follow-up revealed that economically disadvantaged gifted students were more likely to enroll at in-state colleges, to experience college as significantly more boring, dull, and snobbish, and to have more difficulty adjusting socially and forming attachments to their universities.

Perone, P., & Dow, E. (1993). First and second year college experiences of Wisconsin's academically talented 1988 high school graduates. *Roeper Review, 15,* 144-148. Of a possible 1830 top graduates, 1724 participated in this study. The majority of both males and females attended Wisconsin colleges. Nearly one-third of the males chose engineering and 20 percent chose business. The percentage of females majoring in business (17.3%), engineering (7.2%), and health sciences (10%) remained consistent since high school. The academically talented females are relatively free from sex-role stereotyping with 70% having math or science majors. Students in non-mathematics-science majors average less science coursework in high school but not less mathematics. SAT scores do not appear to contribute significantly in determining which students choose which majors. The majority is considering graduate or professional school. Almost 60% felt ill prepared in foreign language.

Peterson, J. S. (2000). A follow-up study of one group of achievers and underachievers four years after high school graduation. *Roeper Review, 22,* 217-224. This study followed up 73 young adults who were high school achievers and underachievers. The researchers used a self-report questionnaire of 23 items relating to post-high school life. Results indicated that high school and college achievement was significantly related. High school underachievement appeared to be associated with risk in terms of college choice, academic achievement, and sustained college attendance. High school achievers found direction earlier than did underachievers and were more involved in campus activities.

Ravaglia, R., Suppes, P., Stillinger, C., & Alper, T. M. (1995). Computer-based mathematics and physics for gifted students. *Gifted Child Quarterly, 39,* 7-13. A group of 27 middle and high school students took computer-based advanced math classes at a middle school. A tutor provided assistance that included correcting off-line work, grading tests, and certifying performance in the course. 92% of those who took Calculus AB, the first two quarters of college calculus, 100% of those who took Calculus BC, the entire year of college calculus, and 88% of those who took Physics C received scores of 4 or 5 on Advanced Placement tests. The computer courses were designed at the Education Program for Gifted Youth (EPGY) at Stanford University. The authors concluded that computer-based education makes it possible for gifted and talented middle and early high school students to complete advanced courses in mathematics and physics earlier than expected.

Reis, S. M., McGuire, J. M., & Neu, T. W. (2000). Compensation strategies used by high-ability students with learning disabilities who succeed in college. *Gifted Child Quarterly, 44,* 123-134. The purpose of this study was to explore the perceptions of 12 university students regarding their learning disabilities and academic experiences. Data for this study were collected using document review of records and testing information, written responses to an open-ended questionnaire, and in-depth interviews with each participant and one of his or her parents. While these individuals were identified as having a well-above-average or superior intelligence quotient, only two had been identified as gifted and talented in elementary or secondary school. All of the participants recalled negative memories of K-12 school experiences with teachers considering them lazy, fluctuations in program quality, and less challenging work. Students used study and performance strategies (note taking, test-taking preparation, time management, library skills and so on), cognitive/learning strategies (memory strategies and chunking information), and compensation supports (word processing, computers, books on tape).

Renzulli, J. S., & Park, S. (2000). Gifted dropouts: The who and the why. *Gifted Child Quarterly, 44,* 261-271. The researchers used data from the National Education Longitudinal Study, which collected information on 25,000 eighth-grade students, their parents, teachers, and school administrators. In the second follow-up a dropout questionnaire was given to the students who had dropped out of school at some point and had not received a GED. In this study, the 334 gifted students were defined as those who participated in their school district's gifted programs or who had been enrolled in three or more classes in advanced, enriched, or accelerated core academic subjects. Male students appeared to leave school because they were failing, got a job, couldn't keep up with schoolwork, and didn't like school. Female students left because they didn't like school, were pregnant, became a parent, were failing school, had another problem, and couldn't keep up with schoolwork. The authors found that many of these gifted dropouts were from low-SES families and minority groups, had parents with low levels of education, and participated less in extracurricular activities. The authors recommend that schools recognize these characteristics, provide challenging curriculum, more opportunities for extracurricular activities, counseling services, and communicate closely with parents.

Rimm, S. B., & Lovance, K. J. (1992). The use of subject and grade skipping for the prevention and reversal of underachievement. *Gifted Child Quarterly, 36,* 100-105. The parents of 14 underachieving children and their children who had been subject or grade-skipped were interviewed to determine the effects of acceleration. In addition, administrators and teachers were also interviewed. The authors found that all of the children made good academic adjustments and that all of the parents would make the same decision again. While the majority of administrators and teachers were initially negative about acceleration, they changed their position as the child adjusted.

Rizza, M. G. (1999). Learning to play the game: Female students discuss their success in high school. *Journal for the Education of the Gifted, 22,* 243-265. Using individual and small-group interviews, surveys, observations, and documents, this study examined learning through the eyes of 20 high-achieving female students enrolled in single-sex and coeducational secondary schools. Results indicated that the participants viewed themselves as dedicated to their studies. They used multisensory learning strategies, related class material to events in their lives, and preferred working alone when engaged in studying for tests or executing a project.

Rizza, M. G., & Reis, S. M. (2001). Comparing and contrasting: Stories of competition. *Gifted Child Quarterly, 45,* 54-62. This study investigated how a group of 11 successful high school female students described the effect of competition on their academic and social lives. Data were collected from the Catholic school participants using observation and semi-structured individual and group interviews. The participants defined competition in terms of academic and interpersonal contests. The participants did not like the word "competition," preferring "comparison" or self-evaluation. They avoided competition to reduce conflict and hurt feelings; described friends in terms of common connections; and viewed success in terms of innate ability and hard work. The authors conclude that schools should concentrate on individual progress and personal success rather than competition.

Roach, A. A. (1999). Leadership giftedness: Models

revisited. *Gifted Child Quarterly, 43,* 13-24. Roach reported the results from a decade-long study in underserved and at-risk young people identified and promoted as leaders within out-of-school youth organizations. Involving 30,000 young people between the ages 8 and 28, the study centered on 120 youth-based organizations in 34 regional areas. Types of organizations ranged from those with national affiliation to grassroots groups. A research team collected data by means of field notes and audiorecordings taken during everyday activities, interviews, and daily logs of activities. The researcher identifies how leadership happens. "At the macro level, all of the groups viewed young people as a major resource and not as problems" (p. 14). At the micro level all of the groups reinforced a sense of belonging through special symbols and were performance-oriented. They brought high-stakes learning and risk of failure before an audience. The young identified effective learning environments as those that engage members in long-term projects that take place over several months with phases of planning, preparing, practicing, performing, and evaluating. Adult leaders place responsibility for the projects of the group on the youth. Leadership arises in response to specific situations as members contribute individual experience and knowledge toward team-defined goals.

Sayler, M. F., & Brookshire, W. K. (1993). Social, emotional, and behavioral adjustment of accelerated students, students in gifted classes, and regular students in eighth grade. *Gifted Child Quarterly, 37,* 150-154. This study investigated the differences in the social, emotional, and behavioral adjustment of eighth grade accelerated students (n=365) when compared with students enrolled in eighth grade gifted classes (n=334) and regular eighth grade students (n=323). Sources of student data included items from a survey, scales derived from items in the survey, and separate achievement tests. The researchers found that students in the accelerated group had the highest level of internal locus of control. The global self-concepts were higher for both the gifted and accelerated groups and the accelerated students reported that they more likely to be seen as good students by their peers. As expected, the accelerated group had higher achievement scores than did either the gifted or regular group. The authors concluded that acceleration does not lead to academic, social, or emotional maladjustment.

Subotnik, R. F., & Steiner, C. L. (1993). Adult manifestations of adolescent talent in science. *Roeper Review, 15,* 164-169. This study examined the 146 men and women who were among the 300 semifinalists and finalists of the 1983 Westinghouse Science Talent Search. At 26 years of age, 49 of the 60 male participants and 25 of the 38 female participants could be categorized as scientists or mathematicians because of their study or employment. The 11 men and 13 women who left science had, for the most part, found careers in other disciplines. They left the scientist's lifestyle because other fields were more attractive, mentors in science were unavailable, parents and secondary school officials gave inappropriate guidance, and undergraduate science instruction was of low quality. The authors conclude that the data collection confirm the poor quality of science education in the United States.

Swiatek, M. A. (1993). A decade of longitudinal research on academic acceleration through the study of mathematically precocious youth. *Roeper Review, 15,* 120-123. Five cohorts who participated in the Johns Hopkins University Study of Mathematically Precocious Youth were surveyed at the age of 19, some at the age of 23, and some at the age of 33. Students who choose to accelerate in high school do not suffer academically but gain speed in their educational preparation. These students perform well at advanced levels of study, complete college, and attend graduate school in numbers that exceed the national average. In addition, the students also express satisfaction with college and their experiences.

Torrance, E. P. (1993). The beyonders in a thirty year longitudinal study of creative achievement. *Roeper Review, 15,* 131-135. The purpose of this study was to analyze some of the Beyonders in a 30-year follow-up study in creative achievement. The study was initiated in 1959 and involved the total enrollment of a high school noted for enrolling a large number of gifted students. The seniors responded to follow-up questionnaires in 1966, 1970, and 1990. Correlation coefficients between the creativity measures administered in high school and the creative accomplishments reported in adulthood ranged from .46 to .58. Using two case studies, Torrance identified characteristics of those who continued to create. They (a) love their work and things they do, (b) have a clear future-focused self-image, (c) do not limit their exploration of the field, (d) go beyond the usual scope of a problem in trying to understand things, (e) have a diversity of experience, and (f) has a persistence and high energy level.

Susan Johnsen is Associate Dean of Scholarship and Professional Development at Baylor University. Editor of Gifted *tard Seed. She is author of four tests that are used in identifying gifted students: Test of Nonverbal Intelligence (TONI-2), Screening Assessment for Gifted Students (SAGES), Screening Assessment for Gifted Students—Primary Version (SAGES-P), and Test of Mathematical Abilities for Gifted Students. She is a past President of the Texas Association for the Gifted and Talented.*

(from GOREE, page 2)

peers had encountered teachers who appeared to feel uncomfortable when students asked questions, or knew "too much" about a topic of study. She addressed the fact that athletes are celebrated for their accomplishments in middle school and high school, while intellectually gifted students often times choose to hide or make light of their accomplishments, knowing that they are likely to be ostracized or made fun of because of the intellectual gifts they possess.

This high school student finished her work by talking about the educators who made a positive difference in her life as a student. . .

> "These teachers are lifelong learners. They enjoy challenging students and enjoy being challenged by thinkers. They are scholars of their discipline and of worldly issues. They set high standards and expect the best of their students. They also understand that no one is perfect and that very few people are gifted in every area . . . These teachers know their students as individuals, recognizing their strengths and weaknesses, and focus on student passions and interests. Most importantly, they understand the social and emotional needs of their students – tendencies toward perfectionism, sensitivity, and intensity. I am grateful for the teachers I have had who fit this description. They have had a very positive impact on my life that will affect me forever."

As I have had the opportunity to work as a gifted and talented education consultant with many school districts, I have seen firsthand the dilemma faced by gifted students as described in Karee's paper. I have also witnessed the difficulty administrators and counselors have developing a master schedule to meet graduation requirements for all students. At times, especially in smaller school districts, it seems almost impossible to offer all the required courses, provide electives at times that fit into student schedules, and address the federal and state mandates for special programming. It is no wonder that it is the gifted student – the student who many believe is likely to be successful with or without specific academic needs being addressed – who is the last one considered when class schedules are being made. In countless cases the scheduling needs of gifted youngsters are considered only after the master schedule is written to include athletics, band, special education classes, and TAAS remediation classes.

There are, at the same time, many school districts that deserve to be celebrated for their efforts to meet the needs of gifted and talented middle and high school students. Each year more high schools are offering independent study classes, dual credit and/or concurrent enrollment college-level classes, appropriate class offerings via technology, and AP courses taught by educators who effectively differentiate the curriculum to meet the needs of gifted students in their classes. Institutions of higher education are also providing educational opportunities for candidates who possess exceptional abilities. Interdisciplinary study, field-based learning experiences, and honors programs are an integral piece of the conceptual framework models in colleges and universities throughout the country.

In addition, there are many educators in our schools who fit the description in Karee's paper of teachers who make a positive difference in the lives of students everyday. These special teachers know that it is imperative to value education and communicate their love for learning to their students. They realize that, to reach a student, a teacher must first know the youngsters with whom they work well enough to effectively target learner interests and passions through learning experiences. They recognize the fact that strengths should be highlighted in instructional planning for individual students and, at the same time, weaknesses must be addressed. They understand that differentiating curriculum appropriately will provide a learning environment in which every learner has the opportunity to reach his or her full potential. And, they attend to the social and emotional needs of their students.

When one visits with gifted individuals about positive educational experiences, these individuals invariably credit teachers, parents, mentors, and administrators who recognize, acknowledge, and address their giftedness with open minds and hearts. This notion affords endless opportunities for those of us who interact with gifted and talented students. It also highlights the responsibility that each of us has as we advocate for gifted individuals in our schools, in our state, and even around the world.

(from BATSON, page 20)

have been lie in the works of gifted adults. Piirto (1999,19) writes that giftedness in adulthood often is displayed in the lives of problem-finders whereas a hallmark of gifted children is their adeptness at problem-solving. Thus, gifted adults surround us even as they find problems and subsequently seek solutions. Bill Gates identified the need for a common computer operating system and thus set out to develop solutions. Today I am tapping into that solution with my use of Microsoft products and tools. Michael Dell recognized the problem of computer hardware off the shelf that just did not meet the buyer's needs. He began cannibalizing standard-issue hardware and customizing personal computers. In both cases, these men have identified and solved problems not only for personal benefit but to help millions of others. Obviously there are thousands of other endeavors that exhibit the problem-finding and problem-solving abilities of the gifted adult.

What are we doing to transform the journey for future generations?

The state of Texas embarked on a clear and growing commitment to public school accountability almost 20 years ago with the design and administration of the Texas Assessment of Basis Skills (TABS). At that time, the focus was on a common assessment tool that is a forerunner of the TAAS. Accountability issues permeate the work of elected leaders and policy makers. In fact Texas Comptroller of Public Accounts Carole Keeton Rylander has identified three of 10 principles for Texas in the 21st Century that focus on education and accountability: develop a better-educated workforce, direct more of every education dollar into the classroom, and raise the bar on student performance (Rylander, 2001, 3).

TAGT is committed to continuing the transformation to educational excellence and accountability for every gifted student in Texas. To that end, TAGT has adopted and is promoting its legislative platform. Two issues command immediate support.

First, Rider 67 (formerly Rider 69) should be amended and adopted by the 77th Legislature as follows:

> Rider 67. Standards for Gifted and Talented Students Pilot Project. It is the intent of the Legislature that the Texas Education Agency develop an assessment system and statewide standards for gifted and talented students at all grade levels. Out of the funds appropriated for improving instruction – operations, the Texas Education Agency shall expend **$777,250** in each year of the 2001-2003 biennium to continue development of such a system, and shall pilot grade 8 and 4 standards for the performance of gifted and talented students in the areas of mathematics, science, social studies, and language arts. School district participation in the project or in the use of the standards is not mandatory. The grade 4 & 8 pilots shall be completed by August 2003.

Secondly, the 77th Legislature should increase funding to provide appropriate educational services for newly identified economically disadvantaged gifted and talented students, K-12. This additional funding will serve as an incentive for school districts to appropriately identify and serve economically disadvantaged gifted and talented students. TAGT urges the state to establish a program and standards by which a school district would receive $500 per each newly identified economically disadvantaged gifted and talented student for increased services to bright young Texans.

Your letter or call to your Texas state representative and senator requesting their support and vote for these two items will go a long way in helping to transform the landscape and journey for Texas gifted students. With the adoption of these appropriation riders, secondary, university, and adult gifted individuals will be better prepared to find and solve problems.

References

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Rylander, C. K. *Fiscal Notes*. February 2001, 3

PARENT FOCUS: LETTER TO HAND OUT

Wenda Sheard

Dear ________

I noticed your child is doing things much earlier than average. Because I care about you and your child, and because giftedness affects more than just the academic areas of a child's life, I want to give you some information that might help you in the years ahead:

1. First, I suggest you make a cup of coffee or tea and visit Hoagies' "Guide for the First Time Visitors" at **http://www.hoagiesgifted.org/.** When you're exploring Hoagies please pay special attention to information concerning highly gifted children: **http://www.hoagiesgifted.org/high.htm** and to information concerning the ceiling effects of intelligence tests: **http://members.aol.com/discanner/dontthrow.html**
2. If you're not sure your child is highly gifted, you might want to visit the following webpage and scroll down for a list of characteristics of highly gifted children: **http:// www.davidsonfoundation.org/questions.htm**
3. Please know that children can be both gifted and have special needs (ADD, learning disabilities, Asperger's, etc.) The best cyberplaces for information on twice-exceptional children are: **http://www.gtworld.org/ftspeclist.html** and the gifted/special needs section of Britesparks: **http://www.britesparks.com/currents/index.htm.** The best book on the topic twice-exceptional children is *Uniquely Gifted*, edited by Kiesa Kay at **http://www. twicegifted.com.**
4. One of the best places in the country for testing gifted children is the Gifted Development Center in Denver. Their website has great information: **http://www.gifteddevelopment.com/**
5. If your child is doing things typically done by children 60% older. make sure to visit the Davidson Foundation's Young Scholar's Program: **http://www.ditd.org/ysprog/index.html**
6. A great organization of parents of highly gifted children is the Hollingworth center for Highly Gifted Children: **http://www.hollingworth.org/**
7. In order to discuss issues with parents of highly gifted children, you might visit the Pordigious and Precocious Board: **http://disc.server.com/Indices/9457.html** or join the TAGPDQ mailing list: **http://www.tagfam.org/**
8. A classic book in the field is Miraca Gross's *Exceptionally Gifted Children,* which we hope will be reprinted soon.
9. Please keep an eye out for a forthcoming book edited by Kiesa Kay and other with chapters by experts and parents on highly, exceptionally, and profoundly gifted children.
10. One of our favorite people is author and gifted expert Stephanie Tolan: **http://www.stephanietolan.com.** Make sure to read Stephanie's very special classic, *Is It a Cheetah?*

Your child is unique enough that a small amount of research on your part will probably give you more accurate information about how to help your child than most teachers have learned from their training and experience. Please call me if you want more information. Parents of highly gifted children need to support one another because often it's difficult to speak to others about our children's special needs.

Sincerely,

____

Wenda Sheard is the mother of three gifted children, an Ohio-licensed attorney (inactive), and a doctoral student at the University of North Texas. The gifted advocacy section of her resume includes publications, awards, and presentations, including "The Care and Feeding of Gifted Parent Groups" at the 1999 TAGT conference. Her doctoral studies focus on education policy through various lenses including political science, administration, and econometrics.

Q&A ANSWERS TO YOUR QUESTIONS

Donna Corley

Question: I would like to explore programs for my son who is an identified gifted student at our high school. I have asked the school, but they do not seem to know of any. Where can I even start? Any suggestions?
Answer: A site that provides information on schools for the gifted is found at **www.hoagiesgifted.org/school.htm**. A site for summer and Saturday programs for gifted students is found at **www.hoagiesgifted.org/tag-sum.htm.** Both sites list schools internationally and nationally. *Insights 2001: The Annual Directory of TAGT Scholarships, Grants, and Awards* published by the Texas Association for the Gifted and Talented, 406 East 11th Street, Suite 310, Austin, Texas 78701-2617 also provides a very thorough section on Texas summer programs for gifted and talented students. The National Association for Gifted Children also provides information on programs for gifted at **www.nagc.org**. The Council for Exception Children at **www.familyeducation.com** lists schools that offer academic courses for middle and high school students.

Question: There are so many summer programs for gifted children out there. How do I find the right one?
Answer: Try **www.familyeducation.com** – the Council for Exceptional Children suggests specific questions to ask such as "What skills did previous participants come away with and which program activities helped develop them?" and "Are the program courses for credit or non-credit?" The **www.nagc.org** site also provides suggested questions to ask. As both sites point out, it is very important to first start with your son or daughter. What do they want in a summer program? Start searching a full year before you anticipate attendance. This gives you time to actually do an on-site visit while the program is in operation.

Question: Are there any scholarships for Texas gifted students attending summer programs?
Answer: *Insights 2001: The Annual Directory of TAGT Scholarships, Grants, and Awards* published by the Texas Association for the Gifted and Talented, 406 East 11th Street, Suite 310, Austin, Texas 78701-2617, lists many opportunities for students to apply for summer scholarships. Descriptions of the scholarships can be found at **www.txgifted.org.** Most of the deadlines are for March 1 each year. Even if you have missed the deadline this year, you can get an early start for next year by examining and thinking through the application process. Do not forget to inquire about scholarship opportunities as you check out specific summer programs you and your son or daughter might find interesting. Most summer programs offer scholarships. If you are in an area that is fortunate to have a parent advocacy group for gifted children, contact them about any scholarships that they might be offering. The best time to look for summer scholarships is the summer before you anticipate attendance.

Question: My son is in the eighth grade. He is scheduled to begin a distance learning class in writing with a major university. We live in a large school district, and he is attending a language arts class. We were told that he was writing way beyond his grade level and that he needed to develop his writing to an even higher level. Frankly, I am quite concerned about him not having an instructor and just sitting in front of a computer. Should I be concerned about this method of instruction?
Answer: Distance learning can conducted in several different formats. If it is live, your son could be given a two-way speaker that allows him to ask questions and also allows the speaker to answer him directly – this is usually used in group situations. Other programs work by just logging on to the computer and working through lessons and communicating by email – this method is used primarily for individuals. Both require that the student be a self-directed learner in that they can manage their time wisely, stay focused and interact with the learning independently by asking the right questions and processing the answers appropriately. If a student can do all of these things most of the time, all that is required is a careful monitoring by the school and the home. You should not be overly concerned about particular distance learning methods. Even though they may appear to be impersonal, they can be highly individualized, resulting in greater gains for the student.

Question: We have open enrollment for advanced placement classes in our district. Therefore, I have identified gifted learners and not identified gifted learners in each of my sections. How much time do I need to devote to the gifted students? Is there a law that says I need to spend a certain percentage of time with just them?
Answer: Texas Education Agency, Texas Administrative Code, Title 19, Part II, Chapter 89. Adaptations for Special Populations. Subchapter A. Gifted and Talented Education. X89.3 Student Services, states that we must have options for gifted students in grouping patterns that include other gifted students, not identified as gifted students, and individual pursuits. These options need to be offered in a continuum that moves toward professional products. No specific time has been stated, as the expectation is that sufficient time should be allowed to provide services commensurate with the students' abilities.

Question: How can I tell if my gifted daughter's needs are being met in our district's program for the gifted?
Answer: James Delisle wrote an interesting article entitled, "How Do We Know If Gifted Children Are Being Served Appropriately?" In this article, he posed questions to be asked of the administration, the teaching staff, and the student. He suggested that the administrators be asked what provisions are being made and how do they know they are being implemented. Dr. Delisle would ask the teaching staff what options, activities and curriculum they used that respected the student's gift – did they allow them to interact with other gifted students. He would ask the students what they were doing to help them know what they did not know before and were they encouraged and permitted to pursue their interests and passions. You can find this article at **www.sengifted.org**. You will also find another interesting article – "Off-The-Rack-Education" at the same location. The Texas Education Agency is an outstanding resource to parents and teachers who have questions about state expectations concerning gifted programming, and program options for gifted students in the state. You may reach Ann Wink by calling 512/463-9455 or awink@tea.state.tx.us.

Donna J. Corley, Ph.D., coordinates gifted programs for Conroe Independent School District. She is also a former member of the TAGT Executive Board. Submit questions relating to gifted education directly to Donna Corley, 702 N. Thompson, Conroe, TX 77301, or by e-mail: dcorley @conroe.isd.tenet.edu

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED

MISSION STATEMENT

TO PROMOTE AWARENESS OF THE UNIQUE SOCIAL, EMOTIONAL, AND INTELLECTUAL NEEDS OF GIFTED AND TALENTED STUDENTS AND TO IMPACT THE DEVELOPMENT OF APPROPRIATE SERVICES TO MEET THESE NEEDS.

TAGT EXECUTIVE BOARD LONG RANGE GOALS

- Advocate appropriate services and accountability standards for all gifted and talented students.
- Provide current information and research about gifted and talented learners and the field of gifted education to the TAGT membership and general public.
- Develop an effective advocacy network.
- Increase and diversify membership.
- Develop strategic alliances with the Texas Education Agency, Education Service Centers, higher education, and others.
- Support quality professional development for educators of gifted and talented students

Adopted by the TAGT Executive Board: 2.5.00

Once Upon a Time

Michael W. Cannon

My ninth grade students had just finished a cultural literacy unit on fairy tales and one group was presenting a panel discussion entitled "Happily Ever After: Myth or Reality?" The moderator, Sleeping Beauty, introduced her panel of fairy tale heroines: Snow White, Rapunzel, and Cinderella. The opening question: "So, now that you've been married to the Prince for a few years, what's he really like?" The responses were enlightening and entertaining. No prince, apparently, remained charming for very long. The princesses complained of balding throne-potatoes whose only interest was watching a joust and guzzling ale. These gentle-nobles were then brought out to join the conversation and things began to get really ugly, with comments on the changes in attitude and body configuration of formerly sweet-natured and slender ladies. The conclusion was that nothing lasts forever.

> "And from that time forth, **those who had a talent for it** lived happily ever after."
>
> —*The Adventures of Baron Munchausen*

As parents and educators we are constantly cajoling, guiding, and pushing our children along the way to their own "happily ever after," whether it is doing well on AP exams, getting into the right university, or finding that perfect job.

And so, like a fairy godfather of old with magic wishes to grant, I offer three things to remember for those who want to develop the talent for living happily ever after.

• It's not just about the money.

Since gifted students often have the ability to enter medicine, law, or a high tech field we sometimes assume that this is *de rigueur* for them to do so. I remember Brad, whose father, uncle, and older brother were all in engineering. Brad dutifully got his engineering degree, landed a well-paying job in the field. . . and was perfectly miserable. The money was great, but his heart wasn't there.

• It's not over 'till it's over.

While we try to carefully prepare gifted students for the important hurdles they have to jump (tests, programs, college entrance, job interviews), how much do we do to prepare them for the rest of their lives? It is good to remind gifted individuals that their passion is not bound by a particular job or career. Consider Jacques Barzun, who taught at Columbia University for 40 years, retired to San Antonio, and recently published *From Dawn to Decadence: 1500 to the Present*, an 875 page investigation of the cultural history of the West from the Renaissance to the present. (He began writing this book at age 87.)

• This too shall pass.

With their heightened sense of responsibility, their personal perfectionism, and an awareness of injustice in the world, some gifted students may fall prey to depression and an overwhelming feeling of despair. Learning that the world will go on, that however bad it seems, life will not only continue, but may actually improve is a difficult but important lesson to learn.

And so, I end with the fond hope that all our students learn the talent for living happily after; and may you and I do the same.

Call for Articles

Fall 2001
Annual Conference Issue: Gifted Students in the Global Community

The global community, with its disappearance of boundaries and expanding options, offers new opportunities as well as evolving responsibilities. What are some of the possibilities for gifted students and how can teachers, parents, and the community prepare students for the widening horizons?

The deadline for submission of articles is **June 1, 2001.**

Winter 2002
GROUPING: Programmatic Responses

Districts and individual campuses provide for gifted programming in a variety of ways. In addition to homogeneous vs. heterogeneous controversies, articles may also speculate on possibilities, describe best practices, report on successful programs, or approach the topic from a new perspective.

The deadline for submission of articles is **September 1, 2001.**

Guidelines for Article Submissions

***Tempo* welcomes manuscripts from educators, parents, and other advocates of gifted education.**
***Tempo* is a juried publication and manuscripts are evaluated by members of the editorial board.**

Please keep the following in mind when submitting manuscripts:

1. Manuscripts should be between 1000 and 2500 words on an upcoming topic (see topics above).
2. Use APA style for references and documentation.
3. Submit **three copies** of your typed, double-spaced manuscript. Use a 1 1/2 inch margin on all sides.
4. Attach a100—150 word abstract of the article.
5. Include a cover sheet with your name, address, telephone and FAX number and/or e-mail address.

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(254) 799-5537
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(713) 464-1511 ext. 2281
Spring Branch ISD
955 Campbell Road.
Houston, TX 77024
fitzgerk@spring-branch.isd.tenet.edu

Publications Editor
MICHAEL CANNON
(915) 778-3988
El Paso ISD
5521 Martin Lane
El Paso, TX 79903
cannon@whc.net

Executive Director
AMANDA BATSON, PH.D.
(512) 499-8248
TAGT
406 East 11th St., Suite 310
Austin, TX 78701-2617
txgifted_abatson@yahoo.com

REGIONAL DIRECTORS

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(956) 585-5677
Mission CISD
P. O. Box 1144
Mission, TX 78573
gifted@hiline.net

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(361) 729-6714
Aransas County ISD
109 Lee Circle
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bhennig@acisd.esc2.net

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(361) 798-1111
Hallettsville ISD
205 N. Market
Hallettsville, TX 77964
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1819 Corral Drive
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2295 Delaware
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(979) 830-8281
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(903) 533-5097
Tyler ISD
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bviehe@parisisd.net

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(940) 720-3216 ext. 242
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BCTison@aol.com

X **SHERI PLYBON**
(972) 277-3572
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Plano, TX 75075
plybons@cfbisd.edu

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(817) 871-2555
Fort Worth ISD
100 N. University Dr. NE #210
Fort Worth, TX 76107
jsat@tenet.edu

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(254) 710-6101
Baylor University
P. O. Box 97304
Waco, TX 76798
Randy_Ford@baylor.edu

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(512) 414-2026
Austin ISD
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jamessombathy@yahoo.com

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1313 Shafter
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(806) 935-4031
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514 NE Pear
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terrie.turner@dumas-k12.net

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fgreen5648@aol.com

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(210) 433-8035
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2626 Century Ranch
San Antonio, TX
crod@texas.net

TAGT DIVISION CHAIRS

RESEARCH & DEVELOPMENT
DR. RICHARD OLENCHAK
(281) 296-6813
46 Timberstar
The Woodlands, TX 77382
rolenchak@uh.edu

COORDINATORS DIVISION
MOLLY YEAGER
P. O. Box 1702
Ft. Stockton, TX 79735

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El Paso, TX 79903

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Texas Association for the Gifted and Talented
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Tempo

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED
Member, National Association for Gifted Children (NAGC)

Volume XXI Issue 3

SUMMER 2001 ISSUE

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Preparing for the Diversity of Talent in a K-3 Classroom:

Identification and Intervention

Joan Franklin Smutny

In the regular kindergarten through third grade classroom, there may be any number of reasons why a teacher may miss a gifted child. They can range from the unevenness of early childhood development (Meininger 1998, pg. 493) to cultural differences, learning disabilities, unique or unconventional learning styles, low socioeconomic backgrounds, and emotional problems. Because of these factors, talents can remain hidden in K-3 classrooms where the instruction tends toward one or two learning styles (such as auditory) or where assessment is based primarily on testing or the performance of specific tasks.

EXPANDING THE RANGE OF ABILITIES

Homogeneity of talent or ability rarely exists in any group of gifted students. In the kindergarten through third grade classroom, differences between gifted children increase considerably. First of all, physical, social, and cognitive development is rapid and variable in young children and among young gifted children, even more so. Cognitive and motor skills come suddenly: one moment the skill is not observable; then it appears.

Culture also has a significant influence on how abilities develop and show themselves; bilingual chil-

(see SMUTNY, page 12)

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FROM THE PRESIDENT

Krys Goree

Thomas was an extremely quiet, well-behaved kindergartner. His teacher could tell the first day of school that he was very bright. He conscientiously colored his color sheet, he clearly wrote his first and last name at the top of the paper, and he finished his work before any of his classmates.

Two weeks into the school year, Thomas' teacher announced to the class that they would be studying a letter each week. The first letter they would study was the letter "m," and "Mr. Munching M" would be visiting the class the next Monday. Each student was instructed to think of two words that began with the letter "m" and be ready to share their words on Tuesday. Monday morning, the teacher brought out the bright red and yellow puppet with a capital and lower case M on its hat. She introduced the letter of the week and talked to the children about the sound that "Mr. Munching M" made.

Tuesday morning the children began to take turns sharing words that began with the letter "m." Muffin, mitten, Mike, mountain, morning. . . the list of words went on and on as each student took his or her turn. The teacher wrote each word on an index card and put it on the word wall. When it was Thomas' turn, he quietly walked to the front of the class and shared his two words: manubrium and mitochondria. His teacher asked him what the words meant. Thomas calmly and confidently explained that the manubrium was the upper part of the sternum that meets with the ends of each clavicle in the human chest cavity and that mitochondria was energy that is stored in the cells of the body. Thomas then correctly spelled the words so his teacher could write them on the index cards and add them to the word wall.

Thomas is one example of a very young gifted child who is depending on the education system to provide an environment in which he might flourish and be exposed to learning opportunities commensurate with his

(see GOREE, page 23)

Tempo
Volume XXI Issue 3 Summer 2001

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TAGT *Tempo* is the official journal of the Texas Association for the Gifted and Talented. It is published four times a year in January, April, July, and October. The subscription is a benefit for TAGT members. Annual individual and family dues are $35.

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Address correspondence concerning *Tempo* **content** to: *Michael Cannon, TAGT Editorial Office, 5521 Martin Lane, El Paso, TX 79903*. Call the editorial office at 915/ 778-3988, FAX 915/ 779-2625, or e-mail: cannon@whc.net.

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A Journey of Bright Beginnings

Amanda D. Batson, Ph.D.

In June 2003, TAGT will be 25 years old! A quarter of a century advocating on behalf of gifted students. What a legacy and what an opportunity! We will be thinking on these things, celebrating the accomplishments of the past and dreaming of the future together as we move to TAGT's Silver Anniversary. So why do I begin this column with these thoughts?

First, the TAGT mission is the rock of the Association both as its foundation and as its daily guiding force. It is the mission that brought together a small group some 25 years ago to form TAGT. It is the mission of TAGT with its focus on the whole gifted child – social, emotional, and intellectual needs and support of appropriate educational services to meet these needs – that causes us to contemplate the gifted child at all stages and ages of life and focus this edition of *Tempo* on the young gifted child.

Second, in 25 years, a child of toddler or pre-school age becomes an adult. What experiences and opportunities shaped that gifted pre-school child? What were educators, policy makers, and parents doing to nurture this young gifted child? How were schools preparing to address the needs of these gifted toddlers? Can we learn from the past and build on it for the future?

In 1971, the United States Congress received a seminal report prepared by nationally recognized experts in gifted education. This report prepared under the auspices of U.S. Commissioner of Education Sidney P. Marland was critical to Congressional approval of a minimal amount ($290,000) of federal funding. These funds were used for educator training, research, and to establish the nation's first Office of Gifted and Talented. Dr. Dorothy Sisk, Lamar University, served as the director of this office. Under Dr. Sisk's direction, each state received funds to initiate professional development for teachers and begin leadership training. For much of that decade, work on behalf of gifted students was spurred by national leadership including an increase in funding to almost $3,000,000. In 1980, however, the U. S Congress consolidated educational funding and eliminated the Office of Gifted and Talented.

TAGT COMMITMENT TO QUALITY MEMBER SERVICES

The TAGT Executive Board and staff are committed to the TAGT tradition of quality member services. During the last several years, however, TAGT has experienced increases in the costs of living and conducting business similar to those that have affected other individuals, families, institutions, and corporations. To maintain and enhance member services within a viable dues structure, the TAGT Executive Board has revised TAGT membership categories and dues to become effective January 2002. The Board added a Basic Level Membership at $35 per year, increased Full Membership dues to $55 for individuals and families, and moved the Institutional Membership to $150. More details on the revised membership options will be provided in future TAGT publications and on the TAGT website. In the meantime, if you have not renewed your TAGT membership this year or if you would like to join TAGT, you are encouraged to do so now. Your membership is vitally important to TAGT and there is strength in numbers for Texas gifted youth. Renew your TAGT membership or join today at current rates!

The national light of leadership for gifted students was snuffed out. However, states including Texas pursued work for gifted and talented youth. TAGT was in the early childhood phase of development. From the mid-1980's through the 1990's, TAGT, the Texas

(see BATSON, page 21)

PARENTING
the Young Gifted Child

Dororthy Knopper

The pregnancy test is positive. After the parents-to-be celebrate, sharing their elation and tribulation, the most frequently repeated exclamation during the next several months becomes, "Just so it's normal!"

A baby enters their world. Reflexes are checked, fingers and toes counted, and the new parents experience a period of euphoria. She is indeed normal!

The conscientious new mom and dad have read up on normal developmental stages. They knew what to expect and when…until the day they discover their ten-day-old, carefully placed on her back an hour ago, now on her tummy, head up, checking out her surroundings. "It can't be," says Dad. "Did you turn her over?" "No," says Mom, you must have." And so it goes. Meantime the infant smiles quietly, appearing to enjoy the whole scenario.

When the baby is two weeks old, Mom rearranges the room, moving a bright colored mobile which hangs above the crib. Soon after, Baby begins to cry for long periods of time, unsatisfied by feeding or diaper change. Mom hangs the mobile in its original spot, and the child smiles and coos.

Although research on identifying giftedness in infants is inconclusive (Gelbrich, 1998), there is an abundance of anecdotal material. Gelbrich mentions a baby who at three days cries until her head is put in the position she desires and another child who lifts his head up at five days, displaying intense curiosity about his surroundings. Both children were later identified as gifted. Parents tell of infants who focus on objects for long periods of time—45 minutes to an hour.

The new parents mentioned above continue to discover, in addition to an unusual alertness, that their baby is progressing at a faster rate than "normal" developmental charts suggest. At one month she repeats sounds and crunches up her nose to indicate "no." At six weeks she closes her eyes in anticipation when the "peek-a-boo" uncle appears. At three months she has invented a "people song"—Mama, Dada, Maga (syllables of "grandma" reversed), Coco (the dog). At six months she consistently turns a book right side up. At nine months she talks in complete sentences. At 18 months she reads fluently.

The following characteristics are often observed early on in a gifted child's life:

- precocious verbal ability
- early reading
- memory
- curiosity
- creative thinking
- sense of humor

It is important to note that not all of the above characteristics apply to all children who are eventually identified as gifted. Much is dependent on experience and environment. The typical characteristics that we associate with giftedness may be seen in many highly capable youngsters, but there are also very bright children who possess only a few of the traits discussed here.

VERBAL ABILITY

Young gifted children may have an extensive mature vocabulary by the end of the first year of life. The "baby talk" phase is frequently short lived, skipped altogether, or used selectively at will. They may use "big words," understanding the meaning fully, even though limited by maturity. At a young age, they may be non-stop talkers and usually have something substantive to say. An occasional bright child may

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not talk at all until three years or later—and then his first utterance may be something like "I misplaced my book on identifying butterflies. Have you seen it anywhere?" Obviously he could form the words and sentences in his head, but he probably had no need to talk until that moment.

EARLY READING

Although many gifted children read very early, this characteristic is not seen in all gifted children. Those who read fluently at a very early age are probably gifted, but age-appropriate or delayed readers may also be gifted. Early readers may not have the maturity to understand all the words and concepts, but they can usually figure out much of the meaning.

MEMORY

Memory is something researchers study and gifted children possess. If we could totally understand how these children remember details and events so precisely and for such long periods of time, perhaps we would have the key to intellectual giftedness. For many years Allen remembered incidents of his infancy with complete accuracy. But gifted children with uncluttered minds grow to be busy individuals with overloaded schedules. Allen, at seven, proclaimed, 'My mind is clogged up now, and I can't remember things like I used to' (Knopper, 1997).

CURIOSITY

Like the infant who studies her surroundings, young gifted children are intensely curious. They need to know "why" and ask endless questions to find out. They are only satisfied when the specific question is answered. At two, Jonathan wanted to know where babies come from. His mother was expecting his younger sibling, and although his parents had carefully explained the birth process, appropriate to his maturity level, Jonathan still asked the question. As his parents repeated their explanation, Jonathan interrupted impatiently, "I know all that, but will the baby come from the hospital or the doctor's office?"

CREATIVE THINKING

A gifted child thinks abstractly, divergently, creatively, and usually holistically. She is impatient with repetitive drill of concepts that she already knows. She may easily visualize the correct answer to a complex math concept in her head but not be able to list the steps she followed to solve it.

SENSE OF HUMOR

The creative way of thinking and solving problems may be teamed with a divergent sense of humor—one that is not always easy for teachers to deal with in the classroom. A mature command of the language, a divergent way of approaching life, and a mind that reaches out for new solutions may be delightful to those who understand and appreciate such a child, but not necessarily in situations where conformity is expected.

Add an ongoing quest for knowledge and information and an impatience with age-appropriate learning, and the above characteristics may create problems in classrooms and with peers. When combined with the following traits that "cry for help," the effect on a young person's sense of self may be disastrous:

- intensity
- sensitivity
- perfectionism
- asynchrony

INTENSITY AND SENSITIVITY

Gifted children have intense volatile emotions, along with unsatiated curiosity. They are usually compulsive worriers—about relationships, jobs, hobbies, the world situation, and life in general. The combination of intensity and sensitivity makes their worries all-consuming. According to Knopper (1997), ". . .they are so merciless in their analysis—and so hard on themselves—that they lose the joy of the situation. In short, they don't deal lightly with life" (p.12).

In Adam's sixth year, he was intensely interested in United States presidents. He became an expert on the lives of early presidents, traveling extensively with his family to visit historical areas, and voraciously reading presidential biographies. At midnight on December 31 of that memorable year, Adam began to sob uncontrollably, "This was the best year of my life, and it will never be the same again."

Such youngsters are intensely empathic, compassionate, and sensitive to the world's problems and people. Their sense of justice is strong, and they frequently lament the unfairness in life's situations. Their in-depth capacity to understand, coupled with logical explanations, can help them to deal with frustration and despair, using their sensitive and intense feelings to create positive solutions.

A young child feels angry and helpless about the killing of whales and their threatened extinction. He finds all the information he can about the threat to the environment and writes to the President with his solutions. And he receives a letter back from the White

(see KNOPPER, page 16)

TECHNOLOGY

Expanding Classroom Options for Young Children

Sandra Berger

Robbie and Julia, two 5-year-olds brimming with energy and enthusiasm, led the school visitors down the hall, past the brightly colored murals that marked the grade levels, around the lines of children going to recess, and into their own classroom. Yanking on the visitors' arms, they giggled and drew the visitors closer to what looked like an ordinary pile of Lego bricks and a television monitor. But these were not ordinary Lego bricks. Still giggling, Robbie and Julia pressed a button and the monitor came to life, showing several icons. "Put your finger here on the screen" Robbie instructed, still giggling. Following instructions, one of the visitors touched an icon on the screen and the Lego bricks came to life. The Lego steamshovel rolled forward, picked up several bricks, and, turning, the steam shovel dumped its cargo into a cart and then turned back to pick up another load. "We made it," Robbie proclaimed loudly and with great pride. Eager to show off, he asked, "Do you want to know about electronic circuits?"

Robbie and Julia are in a classroom where the curriculum has been reconfigured to incorporate and integrate technology and where class projects make full use of the Internet. Technology, a process that accelerates with each passing day, has not only broadened the options for gifted children, but also transformed the world we live in. The Internet provides opportunities that have never before been available, and its presence has significantly increased both our vocabulary and approaches to gathering information. During the past decade, the terms *web site* and *http* have become a familiar part of our lexicon. One can hardly turn on the television or read a newspaper or magazine without coming across the term home page and an Internet address. Throughout the United States, schools and public libraries are getting connected (Educational Testing Service, 1998). Almost all U.S. schools are linked to the Internet, and more than half have their own websites (NCES, 2000).

Students learn best when they are actively engaged in applying and testing their knowledge using real-world problems, and when they can use their own interests and strengths as springboards for learning (Resnick, 1987). Technology, applied appropriately, shifts instruction from a teacher-as-expert model toward one of shared responsibility for learning (McClellan, 1985). "Chalk and talk" lessons can be supplemented by CD-ROMs, laser discs, interactive television, multimedia learning centers, computer simulations, and telecommunications technologies. Children become authors and creators of knowledge, rather than just receivers. Classroom teachers and parents who have young gifted children have been among those experimenting with Internet technology in the classroom and at home, discovering new ways of enhancing opportunities for their children through e-mail and the World Wide Web (U.S. Department of Education, 2000).

CHILDREN'S SOFTWARE

Software manufacturers have produced hundreds of packages for young children. Now toddlers can sit on the laps of their parents and joyfully pound the keys of a laptop using *Keywak*, a shareware program that makes a funny sound and a colorful shape. Software for young children includes packages that make pictures, sounds, words, numbers, and whatever else manufacturers believe that babies should know. They can learn the alphabet from *Dr. Suess's ABCs* or learn classic children's songs like the "Itsy Bitsy Spider" using *Reader Rabbit Toddler Deluxe*. My own grandchildren love *Intelli-table* and the *JumpStart* CDs. CD-ROM's for preschool children accounted for 13 percent of educational software sales last year, according to NPD Intelect Market Tracking (http://www.intelectmt.com/). The topic of software for toddlers is highly inflammatory and controversial, but according to Warren Buckleitner, a former preschool teacher and the editor *of Children's Software Revue*, going to kindergarten already familiar with letters, colors, shapes and numbers gives kids a leg up. For gifted children, who are already forging ahead on their own, educational software may have its place, particularly when exhausted parents can't make another trip to the library or playground. Parents and teachers would be wise to consult one of the websites that reviews children's software before purchasing costly CDs: www.childrenssoftware.com or www.superkids.com. Another good source is an online guide, *Only the Best 1999-2000: The Guide to the Highest-rated Educational Software and Multimedia.* Mr. Buckleitner (and my grandchildren, ages 9 months and 3) like many of the discs in series like Freddi Fish (Humongous Entertainment), JumpStart (Knowledge Adventure), Reader Rabbit (The Learning Company), Clifford the Big Red Dog (Scholastic Software) and open-ended drawing programs like Kid Pix (The Learning Company).

decreased. The students were worse off than they would have been without the computers (NCES, 1999).

Web-based education is still in its infancy, with something of far greater promise certain to emerge in the future. The Internet and other forms of technology offer new and improved ways of meeting the needs of gifted children, who are at risk for debilitating boredom and frustration if their needs for intellectual stimulation and challenge are unmet. These children learn more quickly, remember with less effort, reason with advanced skills, generalize more readily, and are better observers and managers of their own thinking than other children of their age (Baum, Reis, & Maxfield, 1998; Robinson, 1993; Smutny, 2000). They often focus intensely on a topic of interest and need help to seek unusual or unique approaches to questions and problems, to be masters of their own learning. Although there is no evidence that computer technology significantly advances their development, through the use of technology, we can realistically dream of achieving age-old goals in gifted education:

- To center learning around the student instead of the classroom, guiding students to construct knowledge:
- To focus on the strengths and needs of individual learners;
- To make lifelong learning a reality.

The **future** will, in large part, be driven by new and emerging technologies, and young **gifted children** will be the **engineers.**

HOW CAN WE USE THE INTERNET TO ENHANCE OPPORTUNITIES FOR YOUNG CHILDREN?

A decade ago, computer-based instruction was quite different than it is today. Material was organized in a linear-sequential manner, in other words, a step-by-step progression of information that reflected the way the author structured the material, but not necessarily the most effective, preferred mode for those who hoped to learn from the material. The learners were limited in formulating structures that made learning meaningful, and computer-based instruction was thought of as primarily a mechanism for drill and practice. This structure is still the norm in some places and, unfortunately, does not take advantage of available technology. Further, a recent study linking student achievement scores and the use of computers indicated that when teachers used computers for drill and practice, student scores

Technologies such as the Internet are not ends unto themselves, but can support achievement of valid instructional objectives and goals across the curriculum (McClellan, 1985). There are many ways that technology is being used to accomplish important educational goals that might otherwise be difficult to achieve.

Focusing on Learning Styles

The use of hypertext, which organizes information according to particular elements, allows learners to control their search for knowledge. This process permits students to have access to information in ways that are consistent with their individual learning styles, and enables them to structure related concepts and forge knowledge links in highly personal ways. For visual-spatial learners, this mode represents an advantage. Hypertext facilitates a self-directed approach to learn-

(see BERGER, page 17)

A Portrait of Precocity

John F. Feldhusen

Precocity is the essence of giftedness (Winner & Martino, 2000). A precocious child masters skills and knows information significantly earlier than other children of the same age and usually can think about things that are more conceptually complex than his/her peers. S/he learns more rapidly and thus gets more and more ahead.

Precocious children are often called "gifted" implying that their advanced abilities are genetically determined, but it is more likely that their abilities are products of both genetic determination and environmental advantages developing interactively and multiplicatively (Simonton, 2000). The zeitgeist or general culture surrounding a child may also have a powerful influence on the emergence of his/her precocity. It is far easier to be identified as precocious or gifted in the United States than it is in Nepal.

Some children are recognized as being "talented" in one or more ways. This means that he or she displays superior aptitude in a particular line of activities such as music, art, dance, mathematics, leadership, language, science, or writing.

Like Piaget I have studied my own children long ago and my grandchildren more recently (Feldhusen, in press). Since I am well trained as a psychologist my observations are free of bias and are totally objective! I have used extensive direct observations and note taking since I usually see my grandchildren once a month for several days. I also use videotapes and photos. Thus, I have extensive information about my subjects.

This paper will focus on Christopher, my grandson, a highly precocious four-year-old, who attends a Montessori school and lives in a highly advantaged home and family situation loaded with toys, books, computer games, and his own computer. His seven-year-old sister is also very precocious; she spends a lot of time playing with and even teaching new things to Christopher. At a recent visit to a bookstore, tempted by a new sticker book on dinosaurs, both asked whether there was anything in the book for learning, meaning any verbal text with new information about dinosaurs.

Christopher's vocabulary is extensive; he can name many of the dinosaurs and describe them. He describes some events as "incredible" or "unbelievable." One day he called his psychologist-grandfather a "genius." I said, "What does that mean?" His sister said, "Wait" and away she ran. She came back with a book with her grandfather's name on the cover. "This" she said, "shows that grandpa is a genius." I then explained, as they listened closely, that being the author of a book does not make one a genius. Then Christopher said "I know, it means being very smart and having a big computer in the brain." I agreed that that was a good explanation but that I was by no means a genius. You have to be much smarter than grandpa is.

Christopher than asked if the man in the book we are reading is really a genius. Christopher often gets this book from the shelf and asks me to read to him. The book is *Genius: The Life and Science of Richard Feynman* (1992) I am reading an early biographical section to Christopher. I do much simplifying and paraphrasing. After a while he says, "He is a genius, isn't he Grandpa, but that's enough for today." So we put the book away.

Christopher knows his numbers and alphabet well and writes them and some words quite well. He speaks fluently, clearly, and constantly. When playing alone constructing with Legos he keeps up a steady dialogue.

Christopher loves to draw and paint with watercolors. He will often spend hours at a table drawing and painting. His intensity and enthusiasm for drawing would suggest some precocity in this talent domain. Following guidelines offered by Winner (2000) I judge that he represents real objects and people well and with much detail, but so far he fails to represent the third dimension. We will continue to study his art talents by keeping samples of his drawings.

Christopher is playing in his toy room. He has created a corral with some colored blocks, pieces of fence, and a plastic castle entrance. On the roof of the castle entrance he sets a motorcycle. He talks all the while as he plays. He stops to put on a toy wristwatch, which he says he likes. He takes horses out to walk them, then puts them back in the corral, meanwhile, talking to each animal as he moves them. This play session goes on for about two hours as Grandpa watches.

Christopher is capable of quite long and sustained attention to one activity. Here is another example. He is on a cleaning binge. He sweeps with his toy broom throughout the house. Then he gets out his toy Dirt Devil sweeper and sweeps the floor. Meanwhile, he talks constantly about what he is doing. He has a little brush and he does the tops of tables and chairs. This activity went on for about an hour and a half.

Both Christopher and his sister are good at adapting games to suit their own capabilities and to improvising toys and parts of toys to meet immediate needs in play. They typically work out their own set of rules for Chinese checkers, *Uno*, Fish, and Checkers. They also insist on playing fully, never to drop them midway. *Legos* are also used in many different ways.

Christopher is a warm, friendly creature. He has a circle of friends at school. They laugh, talk, run, swing, slide, are attentive to the teachers, and enjoy their Montessori-oriented school thoroughly.

Christopher is capable of long, sustained attention. I interviewed him formally and recently at a table. He sat across from me on his knees and smiled, laughed throughout the thirty minutes. In response to my questions he said that he really wants to learn how to read, ride his bike without training wheels, and all about Cheetahs. He is strongly goal oriented and recently set out to learn how to go high in a swing. Now he says he can do it. Christopher postures himself constantly. His chin is on his hand with elbow on the table, as he thinks hard. His eyes sparkle and his head turns left and right as he laughs at the questions. When the interview ends he jumps up, struts around the kitchen a bit, and then tells his grandmother he was interviewed.

Christopher is articulate in telling what he likes or wants. He visited his grandfather three weeks ago and said he liked swimming, seeing and petting dogs, climbing trees, running in the hallways, and riding his Florida bike. He has already mapped out what he wants to see and do when he goes to Disney World in June.

Christopher and Emily display quite different patterns of talent and precocity. We prefer to avoid the term "gifted." We are most interested in discovering and understanding their emerging talents and helping in the search for good learning experiences for them as they grow and mature. Crucial aspects of their growth will be the development of positive self-concepts and self-understanding, emotional stability, and strong motivation to achieve. For now, aside from all the learning, salient goals are for them to experience and enjoy life to the fullest, to love and be loved by all the people in their lives, and to achieve a sense of well being. Learning experiences will be rich, abundant, accelerated, and high level, given the highly supportive parents, grandparents, and teachers in their lives.

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Dr. John F. Feldhusen is the Distinguished Professor of Education and Psychology Emeritus at Purdue University. He is retired and spends most of his time at his home in Sarasota, Florida. He is past President of the National Association for Gifted Children and Former Editor of the Gifted Child Quarterly and of Gifted and Talented International. He has worked a great deal to bring the concepts of gifted education to all of the United States and to 31 foreign countries.

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Play

A Basic Learning Experience for Gifted Students

Sandra Kaplan

The current emphasis on academic rigor and intellectual challenge have been contributors to the removal of play from the design and implementation of the regular as well as differentiated curriculum for young gifted students. The absence of block play and the removal of the dress-up and cooking centers reinforce the belief of many educators and parents that the mental-age behaviors and standards-based curricula are incongruent with the needs of young gifted children to play. Indeed, it is difficult to justify the value and importance of play when it is perceived to be in opposition to the concept of scholarliness or expert work. It is difficult to support the inclusion of play in the curriculum for young gifted students when play is defined as a superfluous rather than integral and developmentally appropriate facet of the curriculum for primary students.

There is sufficient research and theory to substantiate the academic, personal, and social value of organized play for young students. There is sufficient understanding of the role of play in the development of thinking skills and the acquisition of complex and universal concepts to attain the standards (TEKS) and achieve mastery of the skills measured by standardized tests (TAAS). The integration of play in the curriculum for young gifted students must be assessed in relationship to a set of fundamental principles:

- PLAY IS A CATALYST FOR REVEALING AND DEFINING THE INTERESTS, NEEDS, AND ABILITIES OF YOUNG GIFTED STUDENTS.

It is a means to uncover the readiness level of the child. Example: Given the social studies standard (TEKS) related to the structure and function of cities, the young gifted students were given a combination of junk (cartons, boxes, paper tubes, swatches of material, paper scraps, and pipe cleaners) to use as material to build a city.

The discussion following the play period revealed that students were quizzical about the differences between urban sprawl and the necessity for urban high-rises in order to accommodate a city's growth. The interaction between students as a consequence of play was fundamental to define the level of sophistication students had in defining the nature of interdependence germane to a city's structure. The discussion provided the basis for conducting a needs assessment of prior learning and the identification of areas for learning.

- PLAY IS A FORM OF PRACTICE TO REINFORCE LEARNING.

Example: Given the basic six step direct instruction or learning cycle lesson plan, the young gifted student can be provided with play as the basis of practice to attain skill mastery. The following lesson exemplifies the integration of play into a lesson as a means of providing opportunities to practice in order to reach expertise or mastery. The lesson's objective was to **define, summarize,** and **draw** conclusions. The teacher stated the objective, demonstrated the skills, checked for understanding, and then provided structured practice in the traditional manner

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applying the skills to readings in the content area. Guided practice included the use of the costumes in the "dress-up corner." Working in groups students constructed a dramatization after which another group of students summarized and drew conclusions about the enactment they had seen. In this segment of the lesson, there was play and social interaction fostering the application of skills defined in the objective. Finally, during independent practice, the students worked alone using blocks to build an object. These objects students built were bridges, robots, vehicles, etc. Each was used by the student to practice skill development; the students defined their objects, summarized the importance of the object and drew conclusions.

- PLAY IS A STRATEGY THAT REINFORCES HIGHER LEVEL THINKING SKILLS AND PROBLEM SOLVING.

Example: The students had been using blocks and toys to solve the problem related to building an ecologically appropriate and safe zoo. The teacher questioned the students about the relevance of their construction and asked about how they would prove with evidence that their solution had validity. This vignette exemplifies both creative and critical thinking skills.

Young children need to learn to play, and play is essential to learning.

Sandra Kaplan is Associate Clinical Professor for Learning and Instruction at the University of Southern California. She has served as the lead consultant for the Carnegie Middle Schools Project, Texas Education Agency, from 1993 to present. Dr. Kaplan is a past president of the National Association for Gifted Children (NAGC) of which she has been a member of since 1982. She is also a past president of the California Association for the Gifted. One of the world's foremost authorities in the field of gifted education, she has made presentations at the World Congress on Gifted, NAGC, and TAGT conferences. Recent honors include the Award of Achievement from the California Association for the Gifted and the Distinguished Service Award from NAGC.

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- Advocate appropriate services and accountability standards for all gifted and talented students.
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- Develop an effective advocacy network.
- Increase and diversify membership.
- Develop strategic alliances with the Texas Education Agency, Education Service Centers, higher education, and others.
- Support quality professional development for educators of gifted and talented students

Adopted by the TAGT Executive Board: 2.5.00

(from SMUTNY, page 1)

dren who feel "foreign" or isolated in U.S. schools may distinguish themselves more by their language needs than by their talents. Yet, educators who broaden the scope of their observations to include abilities seen in less formal contexts may be surprised at what they find in bilingual children. E. Paul Torrance's pioneer work on "creative positives" among minority and also underprivileged gifted children, for example, has made entire populations of gifted more visible to educators. Among the list of "creative positives" he included the following (1977, p. 26):

- ability to improvise with commonplace materials and objects
- articulateness in role playing, sociodrama, and storytelling
- enjoyment of and ability in visual arts, such as drawing, painting, and sculpture
- use of expressive speech
- enjoyment of and skills in group activities, problem solving, and so forth
- responsiveness to the concrete
- responsiveness to the kinesthetic
- humor
- originality of ideas in solving problems
- problem-centeredness or persistence in problem solving.

Howard Gardner's theory of multiple intelligences has also encouraged educators to consider a wider range of abilities that children may draw upon as they go about the business of learning (Gardner 1993). One way to begin identifying giftedness in young children is to look for behaviors and characteristics within some of these intelligence domains—linguistic, musical, logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist. Checklists can be useful aids in this process. Table 1 shows examples of observable traits or behaviors that may indicate giftedness.

Teachers can expand, exchange, or delete any number of items to make the list more appropriate for their student population. For example, a school with a large

Gifted Traits and Behaviors

- Has a long attention span for activities that interest him/her.
- Works independently and uses initiative.
- Loves books and reading activities.
- Is extremely curious about many things—asks "Why?" "How?" "What if?"
- Raises insightful questions about abstract ideas like love, justice, etc.
- Discusses and elaborates on ideas in complex, unusual ways.
- Is very interested in cause-effect relationships.
- Loves playing with number concepts and figuring out how to solve math problems in unique ways.
- Learns quickly and applies knowledge to new contexts with ease.
- Has vivid imagination and ability to improvise games or toys from commonplace materials.
- Can generate other options for doing something on the spur of the moment.
- Is extremely creative—makes up elaborate stories, excuses; sees many possible answers/solutions; spends free time drawing, painting, writing, building, experimenting, inventing.
- Has spontaneous and whimsical sense of humor.
- Likes to play with words. Absorbs the speech patterns and vocabulary of different people and imitates them in stories, rhythms, or games.
- Is often singing, moving rhythmically, or using mime in self-expression.
- Is responsive to music and can improvise with easily memorized tunes, rhythms, or sounds.
- Is a leader in organizing games and resolving disputes.
- Is sensitive to the feelings of others, empathic in response to others' sorrows or troubles.
- Expresses concern about world problems such as near extinction of animal species, political injustice, poverty, etc.
- Has a high intuitive gift and a willingness to follow "hunches" even if he/she cannot justify them at the moment they come.

Table 1

number of bilingual students could include items about language acquisition and abilities valued and encouraged by minority cultures in the district.

To make this identification process as comprehensive as possible, schools should also involve parents. Parents have a wealth of data at their fingertips and are the most accurate predictors of their children's potential (Louis & Lewis, 1992). By age five or six, most of them can identify their children's abilities (Meckstroth 1991). They see them perform in a wide range of situations every day for extended periods of time. Parents can often supply crucial information about their children's preferred learning styles, abilities, and challenges that would take teachers months to acquire on their own.

DEVELOPING PORTFOLIOS

One of the most effective ways to document talent in young learners is to collect a wide range of student products, and to gather observations and anecdotes describing behavior from parents and community members, as well as other teachers. This information could take the form of an ongoing portfolio and record of achievement. The process of compiling evidence should reach beyond the confines of a classroom and integrate what the child is capable of at home and elsewhere. Portfolios provide an authentic assessment of a child's creative and cognitive strengths and document his growth and development (Kingore 1993). Such evidence is valuable in determining instructional plans, especially for children in kindergarten through third grade. Advantages of portfolio assessment are that it:

- validates observations and hunches about a child.
- enables teachers to speak more informatively with parents and support staff about programming.
- builds a concrete bridge between teachers and parents so they can all see what each other is talking about.
- helps teachers evaluate the child's progress.
- guides teachers to a more child-centered response curriculum.
- broadens teachers' ideas and choices to offer children.
- enables teachers to more accurately identify the strengths and abilities of culturally different, disadvantaged, and other special populations.
- justifies what to look for in identifying other students and becomes a learning tool for teachers.
- creates a source of pride and accomplishment for the children.

TEACHING STRATEGIES FOR GIFTED IN A HETEROGENEOUS CLASSROOM

Because of shrinking funds at the federal and state levels, a number of schools choose to help regular classroom teachers provide educational alternatives for young gifted children. There are a number of techniques teachers can use to give these students appropriate learning experiences. They are practical methods that can benefit all students and keep highly motivated children from becoming bored and inactive.

THE LEARNING ENVIRONMENT

The learning environment affects how young children respond to instruction and how they feel about school. Clark (1986) claimed that a classroom environment needs to offer exploration, stimulation and challenge for young gifted children. Teachers could consider some of the following questions:

- Is it a child-friendly classroom?
- How are the seats arranged (e.g., are there flexible seating arrangements that allow for both full-class activities and smaller groups?)?
- Does the room have learning centers?
- How are materials displayed (e.g., are there a wide range of books reflecting different reading levels? Are there colorful posters that incorporate the themes the class is exploring? Are there plenty of hands-on materials so that young children can experiment, create, invent?)
- What is the atmosphere of the classroom? Is it a nurturing place for young children to be? Are there times when music is playing?
- Do children have any opportunity for creative movement, mime, dance, singing?

Howard Gardner's research on multiple intelligences has helped teachers design learning centers in their classrooms that focus on different domains. Linguistic learners can help themselves to books, magazines, crossword puzzles, and spelling materials, while visual-spatial learners explore paints, clay, markers, crayons, photographs, pictures, posters, maps and charts. Some children prefer to combine learning styles and, in this case, teachers can create thematic centers with materials and sources that reflect several intelligences. Learning centers are useful resource areas for both group and independent work.

CURRICULUM COMPACTING

Young gifted children need to learn at their own pace. In a heterogeneous classroom, they often repeat information they learned a long time ago and this can lead to boredom and frustration. Curriculum compacting compresses content so that gifted children can move more quickly to advanced work and avoid "coasting along" until the rest of the class catches up with them. In order for this option to work effectively, teachers need to know when a child is ready for it. Some educators propose pre-tests. A more effective and fairer method would be to allow children to demonstrate their understanding and thinking process in different ways. Some may take a test; others could sketch their ideas and discuss them; others could perform a few tasks and then explain how they arrived at the solutions they did.

Curriculum compacting is open-ended. It enables *any* child who has learned a particular unit to tackle more difficult work without having to be formally identified as "gifted." This option provides an impetus for all the children to acquire the knowledge and skill they need to move on to more difficult work.

The question then arises: what do we do with a child who is ready to compact? How do we know what activity will extend the child's learning rather than simply reaffirm what he/she has already mastered? There are a couple of options. One is to allow gifted children to choose activities or subjects that interest them. While the rest of the class is doing seat work, the teacher can discuss project ideas with the gifted children who have finished their assignment, help them find resources, and establish goals with a reasonable timeline. In other cases, a teacher may decide to accelerate students within the same subject. An example of this might be in a sequential course of study such as math. Gifted students who can quickly grasp mathematical concepts should be able to move at their own pace and explore more sophisticated problems. Winebrenner recommends managing this process through a learning contract (1992); Smutny, Walker and Meckstroth provide an alternative version of this for young children (1997).

Branching

The purpose of branching is to provide richness and depth to a K-3 curriculum. Young gifted students often have longer attention spans than other children and tend to pursue subjects with intensity and sustained interest. Branching creates opportunities for gifted children to extend their learning to other disciplines, themes, and intelligence modes. For example, a unit on seasons might integrate the science of photosynthesis with information about primary and secondary colors. What makes some leaves red and others yellow? Further explorations might involve discussions of the shades and hues of autumn coloring—the ruby, russet and crimson reds; the egg yolk, sunset, and pale yellows.

Some teachers use branching as a matter of course. They integrate different subjects—history with poetry, music with mathematics, ecology with art—and combine a variety of media (ranging from books, maps, and diagrams, to rocks and leaves from outside, to posters, art materials, musical recordings, games, etc.) to stimulate thinking and discovery. A highly visual and linguistic student may choose to explore a particular period of history by sketching the architecture of the time or by writing a fictional biography. Branching can be particularly effective for gifted children from different backgrounds and cultures because it provides more options in terms of learning styles and materials.

Flexible Grouping

When gifted children work with other gifted children, their achievement and attitudes improve markedly (Lando & Schneider, 1997).

Cluster grouping—a method where gifted children learn together—has become a more effective way to group high-ability students. Far from being "elitist," cluster grouping has proven to be a fair and effective way to enable young gifted children to tackle more challenging material by associating with intellectual peers.

Tiered Grouping in a heterogeneous classroom allows teachers to create different assignments of increasing complexity for each group. In a math class about money, for example, one group might count pennies; another group could learn about the value of different coins; another group could design a play store, price a set of items, and practice making change. This enables all students to advance at their own level without the detrimental effect of "labeling." Since the groups are not permanent and the assignments different, each group works without competing or comparing.

Another possibility is to organize groups according to interests or learning styles. This would enable some variety in ability level, but create strong, motivated groups. Artistically inclined students, for example, could form a group out of a common passion for painting or sculpture, or a group of science buffs could explore a theme on tropical climate from the perspective of ecology or biology.

Flexibility is the key to effective grouping. Gifted children need opportunities to work with other gifted children. But this does not mean that there are no circumstances where mixed-ability groups cannot work. In some cases, gifted students may prefer to associate with students who share their interests, rather than with other gifted children who do not. In each case, teachers need to examine the kind of learning they have planned in a particular lesson before determining what kinds of groups will support this.

Independent Projects

For young gifted students who have been doing projects in their homes since they were able to crawl, independent work must be a part of their education. Most of gifted children have strong interests and they should not have to wait until school is over to pursue them. Independent projects fulfill several needs in young gifted children:

- the need to work alone;
- the need to focus on a subject in depth;
- the need to apply new skills and knowledge to a long-term project that interests them.

Using learning contracts such as those presented by Winebrenner (1992) and Smutny, Walker and Meckstroth (1997), educators can draw up some basic guidelines on short-term goals, appropriate activities, and sources for the children to use. Once the projects have begun, teachers can meet regularly with these students and their parents to monitor the progress.

In this regard, parents can be invaluable. Many school districts use parent volunteers to work with small groups of children who need help with reading or mathematics. Rarely do schools think of parents for small groups of gifted students. Yet the parent population includes a wide range of talent and expertise. It would not be difficult to canvass these parents to discover their talents and whether or not they would be interested in working with an enthused, fast-moving group of gifted children.

FINAL NOTE

Young gifted children are among the most underserved of gifted populations. Most states do not offer special services to gifted children until the end of grade two or three because of the difficulty in identifying them. But teachers and administrators can identify these children by broadening the range of criteria to include ability domains beyond what might appear in tests or in conventional pencil and paper assignments. If funds are not available for a comprehensive program, schools can still help these special children. With professional development and support, teachers can design alternative experiences that will develop the talents of gifted children within the existing curriculum. This response will stop the youngest of our gifted children from shutting down before they have a chance to learn at a pace and in a way that is right for them.

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Joan Franklin Smutny is Director of the Center for Gifted at National-Louis University in Evanston, Illinois. She has co-authored six books on gifted education and was the 1996 recipient of NAGC's Distinguished Service Award.

BEST COPY AVAILABLE

(from KNOPPER, page 5)

House!

An intellectually advanced kindergartner describes herself as "dumb" because the other children color within the lines, and "I just scribble." The truth is that this highly gifted child could color properly at the age of two, and now she is impatient with the simplistic task of coloring and wants to get on to more challenging work. Knowing she is different from the other children, she assumes something is wrong with her. She internalizes her emotions and negates her sense of self.

ASYNCHRONY

The parents at the beginning of this article hope for a normal child. She turns out to be an exceptional one—highly gifted. On the bell curve of the distribution of intelligence, she falls at the extreme right end. Her development is advanced in many areas, and she needs an individualized approach to her education. In other areas—maturity, physical skills— her development is age appropriate. Her early physical precociousness has leveled out, but her language, verbal, and thinking skills are advanced well beyond her chronological years. Socially and emotionally, she has problems relating to peers and to society's age-related expectations of her. The uneven, or asynchronous, development common to gifted children seems to place adult minds in the confines of children's bodies. They are well described by the title of Gibson's (1974) book: *Masterful Minds in Mini Cages* .

PERFECTIONISM

Gifted children have a desire to succeed and a need to be perfect, as well as a fear of failure and a subsequent reluctance to take risks. They may back off, suppress their abilities and stay hidden in the crowd rather than risk exposing their vulnerabilities. They demand no less than perfection from themselves. They have an inner drive for success in everything they do. Not achieving this perfectionism means mediocrity to a gifted child and failure (Knopper, 1997, p. 14).

Following are tips to make gifted parenting a fulfilling and comfortable experience:

- Trust your "gut" reactions. If it feels right, do it. If you have doubt about the "rightness" of a situation, say "no."
- Don't hesitate to say, "I'm the parent . . . you're the child. Do it because I say so."
- Trust your child. Respect him and believe in him.
- Love your child unconditionally.
- Make home a safe nonjudgmental place. Whatever happens during the day, home is where it's comfortable. At home a child can be who she is, not who she's supposed to be.
- Be consistent and be firm.
- Listen to your child. No matter how busy or stressed you may be, always make time to discuss or listen.
- End the day with a quiet time—e.g., reading a story together, discussing a concern, sharing the day's events.
- Laugh and have fun together. Tap that unique sense of humor.
- Remember that giftedness is only one aspect of a child's being. Enjoy her as a total individual. . . child first, gifted second.

Vail (1979) received the following letter from a parent:

> "We don't know if his development is in any way unusual, but by two his vocabulary was over 500 words and two and a half over 900, at three he used words like 'swivel, dissolve, muscle and shipshape.' . . . So agile that the fence has been reinforced several times. . . . So inquisitive that all drawers within reach have been tied up with string for two years. So determined that he regards any form of direct control as a challenge and then it is like coming up against a reinforced concrete wall. So observant that at two he picked up half a biscuit and said 'that's a semi-circle' and then half a sandwich and said 'that's a triangle.' Can you help us decide whether this is a perfectly normal little boy?"

Yes, parenting the young gifted child is not exactly like raising the "normal" youngster we may have hoped for. A gifted child is a joy and a challenge— rarely predictable, sometimes frustrating and annoying, but never boring. Remember that your child will quickly pass through your life and on to adulthood. Cherish your moments together now.

According to Meckstroth (1998), "These children continue to exceed our expectations. . . , but it seems that our world is still not a sensitive, empathetic, fair enough place for them. . . . Raising them amounts to asynchronous parenting" (p.6).

And from the author (Knopper, 1998), ". . . I couldn't help but wonder if the job of parenting would have been a whole lot easier if my own kids had been 'typical' learners, falling in the middle of that infamous bell curve, rather than way over at the edge of highly gifted. I do recall fondly all the everyday elements of parenting: lots of love, family cohesiveness, believing in my kids, enjoying their company" (p.2).

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Dorothy Knopper is the publisher of the journal Understanding Our Gifted. *She is a consultant to gifted children and their parents, and the mother of three gifted sons, now grown.*

(from BERGER, page 7)

ing that can actively engage the learner and make the art of discovery one of the learning objectives. Why should we do this? Because research in cognition tells us that active engagement in finding and solving a problem is one of the keys to critical thinking and learning...and because the world of tomorrow is not entirely known.

Expanding the Classroom Walls

Time and geography are no longer barriers to seeking information and learning; technology has expanded the classroom walls. Students can "travel to" locations half a world away or correspond with others in another country and receive responses immediately or by the next day. Translation software even makes it possible to converse with someone who does not speak the same language. Students from opposite ends of the world can become familiar with each other's culture through a meaningful process that unfolds over time and provides insight into daily living experiences. The use of e-pals (www.epals.com) has become a common form of communication in elementary schools, one that is an advantage to gifted children who are geographically isolated from resources.

Offering Alternative Modes of Expression

Uneven development is a problem for most young gifted children. Their ideas are bigger than life, but their development is such that they cannot break apart ideas into manageable pieces. Their fine motor control, which is usually tied to chronological not intellectual age, is useless for expressing the complexity of their thoughts. For young children, manipulating a keyboard or a mouse is developmentally possible, whereas manipulating a pencil is possible for only brief periods of time. Feldman (1986), in his book on child prodigies, described Randy, a boy who spontaneously began writing at age three and wrote poems, essays, stories, and plays amounting to thousands of pages by the time he was eight. It seems unlikely that Randy would have developed his prodigious skill were it not for his discovery of the typewriter. Feldman writes, "The importance of the technology of the typewriter to Range's writing should also not be underestimated.... He simply could not manipulate paper and pencil well enough to express himself adequately with these tools" (p. 53). Randy's gift might have gone undetected and unnurtured without technological assistance. The young potential computer geniuses of today benefit from early exposure. For these children and others, not only does technology offer increased productivity; it opens up vast content and domain options.

Throughout the United States, classroom teachers have found unique ways of using technology to benefit gifted students. Some examples follow (U.S. Department of Education, 2000).

One second grade teacher is using the Internet in a class study of the seven continents. She said, "Right now my students are enjoying being a part of the E-pals project. We are currently corresponding with children from around the world on a weekly basis through the use of e-mail. Each of my students has one friend from Canada and one from Australia whom they write to. We have been able to gain insights into the two above cultures that one could never learn from a textbook or video. Through scanned photos and school web sites, we've been able to share visual images. And 'snail mail' has enabled us to exchange tangible items like coins, postcards, etc." To establish a connection with a class from another country, the teacher used www.epals.com.

A first grade teacher developed an e-pals project around the weather and climate in various regions. The children learned mathematics by comparing and contrasting the air temperature at a specific hour in each the regions. Using the Weather Underground (http://www.wunderground.com/), the children then tracked weather conditions in their own region and exchanged information with children in other regions of the country.

As part of a 10-school collaborative project, young gifted students were provided with an opportunity to use interactive, real-time Magnetic Resonance Imaging (MRI) to view developing chicken embryos while simultaneously incubating eggs in their classrooms. The students were taught to manipulate the MRI scanner, which is housed at the National Center for Supercomputing Applications, to study different views of the developing embryos. Students communicated using e-mail. They celebrated the birth of the chicks with a birthday party (Bruce et.al., 1997).

A kindergarten teacher used *Dinosauria* to develop a project on dinosaurs. Students first learned to recognize and read the names of dinosaurs, and then compared their habits and environmental preferences. (http://www.dinosauria.com/). Sue, one of the students in the class, loved dinosaurs. She taught herself to read so that she could understand some of their habits. She also knew when each type of dinosaur had lived, and drew a timeline for her class.

An early childhood gifted program attached to a university uses computers to enhance the students' learning (Kristovich, Hertzog, & Klein, 1998). Children use the computers much as they are used in the adult world—to assist students in writing stories, to communicate, and to locate resources. The teachers use computers in many of the same ways. With the support of parents, an online "knowledge web" was constructed that demonstrated weekly classroom activities, photographs, and scanned artwork. Parents wanted to know how classroom projects addressed curriculum, so online "curriculum webs" that identified classroom learning were constructed. These web pages provided the same advantage of viewing a classroom bulletin board, and parents could view them in their own homes at their leisure. And the Knowledge Web provided almost unlimited space for classroom work, whereas a typical bulletin board has limited space. Unlimited space meant that classroom work could remain on display for longer periods of time, and parents as well as teachers were able to see the patterns of growth and development occurring during the year as reflected by project activities.

DOES TECHNOLOGY MAKE A DIFFERENCE?

A recent study (U. S. Department of Education, 2000) discovered that West Virginia's use of educational technology led directly to significant gains in K-6 students' reading, math, and language skills. School officials in West Virginia selected software carefully and then integrated it into the curriculum. They provided students an adequate number of computers, and they thoroughly trained teachers in how to use the software to improve student learning. As a result, student scores on both state tests and the National Assessment of Educational Progress (NAEP) improved. Intriguingly, the study also found that West Virginia's program was more cost-effective than hiring more teachers or reducing class sizes. Other studies report similar findings throughout the country (Chaika, 1999).

In Florida, researchers found a particularly strong correlation between using building blocks, Lego plastic snap-together toys and child-sized construction sets and the more complex, higher-level math skills that require reasoning around abstract concepts such as algebra and geometry. Girls, who traditionally take fewer math classes and have lower math scores than boys, were found to do just as well if they played with blocks as preschoolers. That's the finding of a groundbreaking Florida State University study that followed 27 children from age 4 through high school. The research is thought to be one of the largest longitudinal studies in the field of early childhood education, based on the number of children studied and the length of time they were tracked.

The use of technology and an increase in achievement scores seems to depend on a few important factors:

Access

In a survey by the National Center for Education Statistics (NCES, 1999), 99 percent of full-time regular public school teachers reported they had access to computers or the Internet somewhere in their schools. However, until every classroom has a computer for use by the teacher, and until teachers are routinely provided with the necessary professional development, the statistics mean very little in terms of enhanced learning performance.

Professional Development

According to the National Center on Education Statistics (NCES, 1999), the use of technology is associated with increased achievement scores in mathematics when teachers are proficient in using computers and computers are used for teaching higher level skills. When teachers use the technology for math games in the early grades and for simulations and applications in the upper grades increased student achievement follows (Rowand, 2000). This makes sense because one of the pathways to critical thinking is well-chosen math games and software that enables the user to experience a realistic reproduction of an actual situation or enables the user to manipulate information to create documents and reports. Although the study was limited to mathematics, it is expected that the results would apply to all the subject areas. An additional factor was professional development — the more hours of professional development, the more likely teachers were to teach math games and simulations with applications (Rowand, 2000). Classroom educators must be offered professional inservice training that increases proficiency, and must be given the planning time that is required to learn to integrate technology and curriculum correctly (Davis & Shade, 1994). There is little evidence indicating that such training has been provided (Milken Exchange on Education Technology, 1998).

Complexity

A recent study sponsored by the Consortium on Chicago School Research (Newmann, Bryk, & Nagaoka, 2001) demonstrated that the more demanding the assignment, the better students apply themselves to it. Students performed better on assignments that called for original thought and analysis. Researchers also found that less than 30 percent of the assignments offered a significant degree of challenge.

ENVISIONING THE FUTURE

Technology and computers empower students to do more and be more, and to set and achieve goals in ways that did not exist a few decades ago. A 21st century classroom is likely to look very different than the classroom we experienced. Imagine the following scene: A child prepares to present her book report on "Snail Mail No More." But instead of pulling out a sheaf of papers, the student whips out a small laptop and opens a computer file. A colorful image with graphics and illustrations pops up on a screen so the class can follow along. The students make comments with the use of an editing tool while the teacher walks among the students holding her wireless keyboard and stopping to offer technical or academic support. Impossible, you may say. But this is an actual scene that took place in a Virginia classroom, part of a pilot project jointly funded by the school system and corporate sponsors (Benning, 2000).

Technology is bursting into the classroom at every level, as a tool for teachers to develop, monitor, and provide instructions, and for students to access and engage in learning. By the time today's young gifted children become adults, the world will be very different. The Net Generation, or N-Gen, is beginning to think, learn, work, play, communicate, shop and create in fundamentally different ways from their parents. We have no idea what the future will look like, just that the children will mold it. In many ways, we are educating children for the unknown. The future will, in large part, be driven by new and emerging technologies, and young gifted children will be the engineers.

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INTERNET SITES

Note about all site recommendations: It is wise for parents and teachers to check sites before using them with children. Although they were carefully checked, keep in mind that sites change and that the content may differ from when we checked in March 2001.

Great Web Sites for Preschoolers and Kindergartners

- Alphabet - Little Explorers Picture Dictionary, fun with letters, sounds, and images.*http:// www.littleexplorers.com/Dictionary.html*
- Berit's Best Sites for Children. *http://www.beritsbest.com/*
- Children's Songs Lyric Library - An enormous lyrics library to over 500 childrens songs*http://www.danmansmusic.com/childrens/*
- Crayola - Artistic fun for children from Crayola.*http://www.crayola.com/index.cfm*
- Disney - Always a favorite—a trip with Disney.*http://disney.go.com/*
- Fun School - Activities for Preschoolers and Kindergarten. *http://www.funschool.com/*
- Enchanted Learning - Wholesome fun for children. *http://www.EnchantedLearning.com/Home.html*
- Global Show 'N Tell - A place to share children's work. *http://www.telenaut.com/gst/*
- International Kids Space - Activities for young children. *http://www.kids-space.org/*
- Kids Space Connection 2000 - Activities for young children. *http://www.ks-connection.org/*
- KidsCom - Activities for Children.*http://www.kids.com/*
- Linkopedia - Huge database of songs and nursery rhymes with Lyrics and Midi files *http://www.linkopedia.com//Kids/Songs_and_Nursery_ Rhymes/*
- Mr. Rogers' Neighborhood - Still a delightful place to visit. *http://www.pbs.org/rogers/*
- Muppet Characters - Enjoy Jim Hensen's delightful characters. *http://www.henson.com/muppetworkshop/mw_characters. html*
- Music Education - Songs and games for young chil

dren. *http://www.music4kidsonline.com/meyc/*

- PBS Websites for Kids *http://pbskids.org/fun_and_games/coloring.html*
- Planet Zoom - Ideas for Kindergarten through Grade 6 students. *http://www.planetzoom.com/*
- Rebus Rhymes - Match the words and pictures in your favorite nursery rhymes. *http://www.EnchantedLearning.com/Rhymes.html*
- Sesame Street - Filled with many children's favorites. *http://www.sesameworkshop.org/*
- Sesame Street's Preschool Playground - An area designed for preschoolers. *http://www.sesamestreet.org/sesame street/0,1292,,00.html*
- Seussville University - Fun with math. *http://www.randomhouse.com/seussville/university/math/*
- The Official Thomas the Tank website *http://www.thomasthetankengine.com/home/homepage.html*
- Identifying & Parenting Gifted Preschoolers *http://www.austega.com/gifted/preschoolers.htm*

The ideas expressed in this article are the author's and do not necessarily represent the views of CEC or the ERIC Clearinghouse on Disabilities and Gifted Education.

Sandra Berger, M.Ed., is the gifted education information specialist at the ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children. She is a consultant, writes a regular column on technology for Understanding Our Gifted, *and is the author and editor of numerous articles, documents, and* College Planning for Gifted Students, second edition.

(from BATSON, page 3)

Legislature, State Board of Education, and the Texas Education Agency supported Texas gifted students.

At the national level in the 1990's, limited funding once again was appropriated via the Jacob Javits Gifted and Talented Students Act. With these monies, some pilot projects at school sites were implemented and the only national research program for gifted students was developed. The National Research Center on Gifted/Talented Students (NRC), a consortium of several major universities, is directed by Dr. Joseph Renzulli, University of Connecticut. A continuous stream of research-based papers, audiotapes, and other materials has been produced by the NRC. This center has become a mainstay of current information related to gifted students, their needs, and practices to meet these needs.

The current President, however, and the U. S. Congress are proposing the elimination of funds for national research programs related to gifted students and their education and consolidation of any other funds for gifted students through block grants to the states. This proposal is particularly disturbing in light of the President's statement in his paper "No Child Left Behind" as follows:

> In America, no child should be left behind. Every child should be educated to his or her full potential
>
> (Bush, 2001, p. 3)

It appears that through programs and funding, the federal government begins this century returning to its discrimination against the special population of gifted students. By repealing the Javits Act thus eliminating the national research program and designing block grants, the President and the U. S. Congress deny gifted students opportunities to be educated to their full potential.

So where does this leave young gifted children and their parents? As with all education, it begins in the home. Each step on the journey of parenting and educating gifted children is a process of decisions and hopefully choices.

If you have a gifted toddler or preschool age child, it is critical that you recognize the child's gifts, nurture those gifts, and find environments in which the child can grow and flourish. J. Galbraith (2000) provides an overview of traits, tips, and notes of encouragement in her work *You Know Your Child is Gifted When . . . A Beginner's Guide to Life on the Bright Side.* To appreciate the struggle of the young gifted reader, read Galbraith's comments when she answers the question "Are gifted kids really that different?"

> Think about what it means to read at age 4, for example. Not only do you have a skill that most other kids your age don't have, but reading changes your life forever. You have access to information and ideas, stories and fictional characters. Your world broadens beyond your family, school, and community. You're exposed to the thoughts, feelings, and imaginations of adult writers from other times and places. As a result, your thinking skills race ahead of other children your age. Reading isn't just a skill, like tying your shoes. It's a profound awakening. (2000, p. 20)

As with other facets of the gifted young child, parents and educators need to allow the child space, time, and opportunity. It is neither necessary nor recommended to schedule every moment of the child's life. For example, the young gifted reader needs access to books of all levels without a ceiling; just because she is four does not mean that she can only read the picture books in the library. Then this young, advanced reader needs time to read and time to talk with someone about her reading. Perhaps this gifted child also needs opportunities to begin writing her own books.

Creativity often is at its most active in the gifted pre-schooler. Torrance (1994, p. 142) reports the thriving arts programs in Japan for three, four, and five-year olds. He observed excellent work of quality from these young learners. The gifted young child often is extremely creative fashioning and shaping paintings, sculptures, multi-dimensional works with much detail. It is the mature eye for detail and the persistence to "perfect" completion that often causes the creative works of young gifted children to stand out.

The passions of these young children also become apparent. I recall one young gifted child who began to create bracelets of yarn. Even though this was a fad, this child wove bracelets almost daily using different hues of thread, designs, widths and eventually created 57 bracelets that she wore for several years.

Early childhood educators especially those such as Maria Montessori and others committed to the growth and development of the whole child offer expertise and experiences to challenge and nurture all children. Those who also have expertise in gifted education combine the best of both worlds: early childhood and gifted education. The open-ended nature of developmentally appropriate early childhood programs lend themselves beautifully to meeting the needs of gifted boys and girls.

The options for the early childhood years appear to be greater especially for middle and upper income families. Thus, I must raise additional questions. What about those gifted children who are born into distressed economic circumstances? If their parents and extended families recognize the child's gifts, do they have the time and resources to provide opportunities that nurture the child's potential? What early childhood gifted programs are available for families with limited incomes? What about gifted children with limited English proficiency? Are there experiences to develop their gifts in the first language while simultaneously helping to develop their English? For all young gifted children, are the K-12 schools ready to provide appropriate education for these quite capable and advanced little ones? Or, are the gifted children held back and denied access to a free, appropriate, public education?

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(from GOREE, page 2)

abilities. In many cases, teachers and schools are not equipped to address the academic and affective needs of such youngsters. Without challenging curriculum that targets their specific needs, children like Thomas are likely to tune out academically and/or seek attention in undesirable ways. Gifted children will not stop learning simply because other children in their class or grade are not performing at the same level. The question is what will they learn? Will they learn that their readiness for complex content, their tendency to be goal directed, and their inquisitive and intellectual activity cause problems for their teachers and the entire educational system? Or will they learn that performing at the level of their potential is valued by the world as they know it, and that professionals care enough about them to ensure that their needs are addressed?

Thomas possessed characteristics indicative of giftedness at a very early age. He spoke in complete sentences by the time he was eighteen months old. He rode a two-wheel bicycle before he turned two. He preferred playing and conversing with adults and/or older children even when he was very young. He began reading before he entered pre-school. A very precocious youngster, he yearned to discover, learn, and share his enthusiasm for life. During his kindergarten year, Thomas' teacher told his mother that he was probably ahead of the other children because he had attended pre-school and had been afforded numerous opportunities to which other children had not been exposed. She felt sure that his classmates would catch up with him academically by the second or third grade. In many ways, Thomas proved his teacher right—not because he was unable to perform at levels far above his classmates, but because the system could not or would not meet his needs.

Thomas made it through the school system. It wasn't easy and he recounts memories of school that are less than positive. Thomas remembers the week his kindergarten class met "Mr. T." He was asked to bring ten words that began with the letter "t" instead of two, because he had done such a great job thinking of words that began with the letter "m." He recalls being asked to sit out in the hall to read *Mr. Popper's Penguins* because the other children in his kindergarten class were just learning their letters.

Thomas readily admits becoming what one might refer to as an underachiever during his first few years in school In fact, he claims that by the fourth grade he had convinced his teachers that he was doing his best to read books on grade level. As he recalls, "It was just easier that way. If I finished my work before the other kids, I was either given more work or told to help my classmates. I learned to play the game. I often just pretended that I was still working on an assignment so that I could have time to think about important things."

Studies indicate that underachievement is very resistant to intervention. With this in mind, schools should use preventative measures to help avoid educational environments in which gifted children are encouraged to achieve at levels below their potential. It is the responsibility of educators who work with these children to ensure that their learning experiences are positive and productive. According to Laurence Coleman and Tracy Cross, ". . . early identification is advisable for encouraging the widest and most expansive development of ability." The rationale presented by these two researchers is based on the notions of what they refer to as prevention — "helping children cope with life before their unusual abilities lead to problems of maladjustment and limitations imposed by certain habits, and maximization — the optimum development of a child's potential." Identification at a very young age may be one key to keeping gifted children from becoming underachievers as they attempt to navigate their way through our school systems. But this is true only if the process of identification ensures that children who are identified receive curriculum that is truly differentiated for gifted learners. As stated by Tracy Cross, "Without recognition, high ability can diminish over time."

Attitudes of children about themselves and the possibilities of school are acquired at the onset of school experiences. We, as parents and educators of gifted children, must acknowledge this fact and continue to work to ensure that gifted children are provided the opportunity to grow and love learning in the same way and to the same degree they do when they enter the door of our schools for the very first time. This is not always an easy task, but it is the right thing to do. It is a chance to set the stage for challenge and achievement throughout a lifetime.

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What the Research Says about Young Gifted and Talented Children

Susan K. Johnsen

Even though early intervention is encouraged for most exceptional groups (i.e., "the earlier, the better"), nationally, identification of gifted and talented students frequently begins at age eight or nine. Why have professionals resisted early service? Many early childhood educators who do not want to place pressure on young children emphasize the importance of socialization over differentiation. Educators also believe that assessment instruments are not stable and that young children cannot be successfully identified. While Texas does require identification and services for students in K-12, many school districts are still reluctant to develop programs at kindergarten through second grade levels, asking for waivers or preferring to develop "talent pools" where gifted and talented children are served in the general education program. The research in this review does address some of these concerns that tend to limit programs for this special population.

Articles published in *Gifted Child Quarterly, Journal for the Education of the Gifted,* and *Roeper Review* during the past ten years were examined (1991-2001). To be included, the article needed to focus on gifted and talented children in preschool through third grades and needed to have an empirical base. Articles that offered only suggestions, summarized previous studies, or were conducted outside the United States were not included in this review. Using these criteria, 43 articles were identified.

Approximately one third of the articles focused on characteristics of these young gifted children. The researchers found that they exhibit a higher level of abstraction (Ablard & Tissot, 1998); have higher metacognitive knowledge (Schwanenflugel, Stevens, & Carr, 1997); ask more questions; demonstrate a greater range of understanding; have larger vocabularies; are more fluent, flexible, and original (Meador, 1994); demonstrate overexcitabilities (Tucker & Hafenstein, 1997); and show a wide variety of strengths (Wilkinson, 1993). Lupkowski-Shoplik and Assouline (1994) describe four extraordinarily talented youngsters. For example, by the time that Steve was 6 1/2 years old, he could solve algebra problems, type 50 words a minute, and write his own computer programs. Researchers found relationships between private speech and creativity (Daughtery, White, & Manning, 1994), between intelligence and creativity when intelligence quotient was below 120 (Fuchs-Beauchamp, Karnes, & Johnson, 1993), and between intrinsic motivation, perceived competence, and academic achievement (Goldberg & Cornell, 1998).

Several researchers report that these differences may not occur with all tasks (Nellis & Gridley, 2000). Cognitive tasks that were open-ended and verbal discriminated between gifted children and a normal sample (Scott, Duel, Jean-Francois, & Urbano, 1996).

Young gifted children showed early abilities in math and/or reading. Ninety percent of kindergarten teachers describe one or more children as readers (Lamb & Feldhusen, 1992). This reading ability may even begin as early as age two (Henderson, Jackson, & Mukamel, 1993). Researchers were surprised that boys surpassed girls in mathematical skills at a young age (Robinson, Abbot, Berninger, Busse, Mukhopadhyay, 1997). These math skills may become even more advanced relative to their peers once they enter school.

Over one third of the articles dealt with the successful identification of young gifted and talented children, particularly those from economically disadvantaged backgrounds. Researchers indicated that nontraditional procedures such as dynamic assessment, case studies, and portfolios are valid for the purpose of identifying underrepresented groups (Borland, Schnur, & Wright, 2000; Borland & Wright, 1994; Han & Marvin, 2000; Johnsen & Ryser, 1997). Shaklee (1993) described a portfolio procedure that not only focused teachers' attention on important student characteristics but also influenced the development of more child-centered classrooms. Other researchers reported the successful identification of youngsters who have talents in dance and music (Baum, Owen, & Oreck, 1996; Marek-Schroer & Schroer, 1993) and leadership (Hensel, 1991). Researchers also identified specific instruments that might be helpful in identifying young gifted children (Feiring, Louis, Ukeje, Lewis, & Leong, 1997; Glascoe, 1996; Mantzicopoulos, 2000; Sandel, McCallister, & Nash, 1993). Intelligence tests were found to be stable over a five year period (Spangler & Sabatino, 1995).

Parents appeared to be able to identify their children as gifted, tending to focus on these characteristics: general intellectual factor, short-and long-term memory, rote memory, spatial reasoning, and specific relationship knowledge (Louis & Lewis, 1992; Pletan, Robinson, Berninger, & Abbot, 1995). On the other hand, teachers were not as successful at identifying young gifted children (Mantzicopoulos, 2000) unless they were trained. Shaklee (1993) noted that teachers' accurate observations depended on their attitudes, knowledge, and skills. Teachers frequently identified behaviors associated with intelligence, academic ability and some nonintellective factors such as "spark," tending to assess students in relationship to other children that the teachers had known in their teaching experience (Rohrer, 1995). Karnes and Johnson (1991) suggest that children should be compared with groups with similar characteristics (e.g., children from lower income backgrounds with other children from lower income backgrounds).

Future academic success appears to be dependent upon the students, their families, and the school setting (Borland, Schnur, & Wright, 2000). Students who demonstrated outstanding ability in core subject areas and did not exhibit behavior problems tended to be more academically successful (Tomlinson, Callahan, & Lelli, 1997). Successful gifted children had parents who were responsive and flexible, allowing more independence and providing contact with support networks (Robinson, Weinberg, Redden, Ramey, & Ramey, 1998; Snowden & Conway, 1996; Windecker-Nelson, Melson, & Moon, 1997). Researchers reported that educational programs can improve reasoning (Castillo, 1998), creativity (Meador, 1994), and mathematical abilities (Robinson, Abbot, Berninger, Busse, & Mukhopadhyay, 1997). Appropriate educational programs were particularly important for economically disadvantaged gifted children who scored significantly higher on achievement measures than gifted students placed in regular classrooms (Cornell, Delcourt, Goldberg, & Bland, 1995).

Unfortunately, parents still encounter difficulties with schools when trying to find services for their gifted children, particularly those who are highly gifted (Lupkowski-Shoplik & Assouline, 1994). For example, Lamb and Feldhusen (1992) discovered that teachers still required readiness activities for students who were already reading. Similarly, Wadlington and Burns (1993) reported that preschool and kindergarten teachers used unstructured activities, manipulatives, discovery learning, learning centers, games, and sensory activities. While these teachers saw the need for a differentiated curriculum, practices appeared to be similar to those used in general education classrooms. The lack of services is particularly damaging for "bright children who depend on publicly funded education where there is not response to their special needs" (Borland, Schnur & Wright, p. 31). All of these researchers would agree that "society has a stake in these high achieving children and in their families and it is essential that we seek ways to ensure that their development is nurtured" (Robinson, Weinberg, Redden, Ramey, & Ramey, p. 155).

Ablard, K. E., & Tissot, S. L. (1998). Young students' readiness for advanced math: Precocious abstract reasoning. *Journal for the Education of the Gifted, 21*, 206-223. This study examined above grade level abstract reasoning abilities of 150 academically talented students ranging from 2nd through 6th grades. The School and College Ability Tests and the Arlin Test of Formal Reasoning were administered to each student. Understanding of various abstract concepts varied by age for only 4 of the 8 subscales: probability, proportion, momentum, and frames of references. In general, the students performed like students who were four grade levels higher. Those in third grade performed at five grade levels higher. The authors conclude that there may not be one age at which children acquire abstract reasoning. They are ready for advanced mathematics at a much earlier age.

Baum, S. M., Owen, S. V., & Oreck, B. A. (1996). Talent beyond words: Identification of potential talent in dance and music in elementary students. *Gifted Child Quarterly, 40,* 93-101. This study focused on identifying students who had potential talent in dance and music. The sample was composed of 396 third grade children in two New York City elementary schools. The procedure involved a multisession audition process that incorporated an array of activities to allow observation of many aspects of talent. A panel of raters composed of two professional artist instructors, the classroom teacher, an arts educator, and an outside expert. The panel tallied relevant student behaviors. Preliminary data indicate that a psychometrically sound identification process was created for this sample.

Borland, J. H., Schnur, R., & Wright, L. (2000). Economically disadvantaged students in a school for the academically gifted: A postpositivist inquiry into individual and family adjustment. *Gifted Child Quarterly, 44*, 13-32. This follow-up study reports the effects of the placement of five economically disadvantaged minority students from central Harlem, who were identified in kindergarten as potentially academically gifted, in a school for gifted students. Initial screening consisted of qualitative assessment (observations, teacher and parent referrals, draw-a-person tests, and curriculum-based assessment activities) and quantitative assessment (Peabody Picture vocabulary Test, the Test of Early Mathematical Ability, and the Test of Early Reading Ability). A research team collected grade two follow up data from classroom observations, student focus groups, sociograms, the Kaufman Test of Educational Achievement, the Stanford Binet IV, the Children's Personality Questionnaire, the Pictorial Scale of Perceived Competence and Social Acceptance for Young Children, the Nowicki-Strickland Locus of Control Scale for Children, and interviews with students, parents and teachers. The authors concluded that the students made better academic progress than could have been expected, were integrated socially, and appeared to be experiencing no adverse emotional reaction. The authors believe that their success was dependent upon the students, the families, and the school setting. They also assert that the identification of economically disadvantaged students as potentially gifted is valid. They suggest that "real damage [is] done to bright children who depend on publicly funded education where there is not response to their special needs" (p. 31).

Borland, J. H., & Wright, L. (1994). Identifying young potentially gifted, economically disadvantaged students. *Gifted Child Quarterly, 38,* 164-171. The authors review the procedures used by Project Synergy for identifying economically disadvantaged, potentially gifted kindergarten students in urban schools. The authors recommend the use of observation, portfolio assessment, dynamic assessment, and case study methods.

Castillo, L. C. (1998). The effect of analogy instruction on young children's metaphor comprehension. *Roeper Review, 21*, 27-31. This study examined the relationship between analogy solution and metaphor comprehension in 63 children, ages 5.6 to 6.6 years. Children were randomly assigned to three conditions. The first group received instruction consisting of modeling, explaining a mapping rule and feedback for the analogy task and the metaphor task. The second group did not receive analogy instruction but did complete both the analogy and metaphor tasks. The third group did not complete the analogy task but did complete the metaphor task. The researcher found that analogy training improved young gifted children's metaphoric comprehension.

Cornell, D. G., Delcourt, M. A. B., Bland, L. C., Goldberg, M. D., & Oram, G. (1994). Low incidence of behavior problems among elementary school students in gifted programs. *Journal for the Education of the Gifted, 18,* 4-19. This study examined the incidence of behavior problems among 675 gifted and 322 regular students in grades two and three as rated by parents and teachers using the Achenbach Child Behavior Checklist (CBCL). The authors found no significant differences between gifted and regular education students in the incidence of any form of behavior problems. However, they did find that the relationship between parent and teacher ratings was low, which may be a result of subjective differences in perceptions or true differences in student behavior across settings.

Cornell, D.G., Delcourt, M. A. B., Goldberg, M. D., & Bland, L. C. (1995). Achievement and self-concept of minority students in elementary school gifted programs. *Journal for the Education of the Gifted, 18,* 189-209. This study examined the standardized achievement scores and self-concept levels of African-American (N=299), Hispanic (N=52), and white (N=595) second and third grade students placed in gifted or regular school programs. Although white students performed better than both African-American and Hispanic gifted program students, results indicate that minority students identified for gifted programs scored significantly higher on achievement measures than minority students placed in regular classrooms. No significant differences among groups were reported for self-concept.

Daugherty, M., White, C. S., & Manning, B. H. (1994). Relationships among private speech and creativity measurements of young children. *Gifted Child Quarterly, 38,* 21-26. The purpose of this study was to examine the relationships among thought processes represented in young children's private speech and creativity assessments. Forty-two preschool and kindergarten children were tested using the Torrance Thinking Creatively in Action and Movement. While the children worked on tangrams, observers collected a ten-minute sample of private speech for each child. There was a significant positive relationship between the TCAM, solving speech and coping/reinforcing speech. The authors conclude that private speech may be a viable tool for examining creative cognitive processes.

Feiring, C., Louis, B., Ukeje, I., Lewis, M., & Leong, P. (1997). Early identification of gifted minority kindergarten students in Newark, NJ. *Gifted Child Quarterly, 41,* 76-82. This report presents data on a screening and assessment procedure used to identify gifted inner city minority kindergarten students. Instruments included the sequential administration of the Brigance K & 1, a locally developed Gifted Screening, and the McCarthy Scales of Children's Abilities. Before the project began, only 0.2% of the children entering first grade were identified as gifted in contrast to the 2% found in this sample.

Fuchs-Beauchamp, K. D., Karnes, M. B., & Johnson, L. J. (1993). Creativity and intelligence in preschoolers. *Gifted Child Quarterly, 37,* 113-123. This study examined the relationship between creativity and intelligence in 277 boys and girls between the ages of three and seven who were being tested with the Thinking Creatively in Action and Movement and the Stanford-Binet, Fourth Edition for entry into a university program There was a small significant relationship between the instruments when intelligence scores were less than 120.

Glascoe, F. P. (1996). Can the Brigance Screens detect children who are gifted and academically talented? *Roeper Review, 19,* 20-24. A total of 408 children from four geographic regions were administered the Brigance Screen Test, the Slosson Intelligence Test-Revised, the Woodcock-Johnson Psychoeducational Battery, the Child Development Inventory, and teacher ratings. The author found that the Brigance and teacher ratings identified 82% of the gifted children.

Goldberg, M. D., & Cornell, D. G. (1998). The influence of intrinsic motivation and self-concept on academic achievement in second- and third-grade students. *Journal for the Education of the Gifted, 21,* 179-205. This study examined the influence of intrinsic motivation and perceived competence on academic achievement among 949 second and third grade students across ten states. These instruments were administered at the beginning and end of the school year: Harter's Self Report Measure of Intrinsic vs. Extrinsic Motivation, Harter's Self Perception Profile Perception for Children, and the Iowa Test of Basic Skills. Structural equation modeling indicated that intrinsic motivation influenced perceived competence and perceived competence influenced future academic achievement.

Han, K-S., & Marvin, C. (2000). A five year follow-up study of the Nebraska project: Still a long way to go ... *Roeper Review, 23,* 25-33. Fourth to sixth grade teachers completed surveys for a sample of 18 students who had been identified in K-2nd grades. Seven of the 18 students were enrolled in programs for gifted students; one was identified as needing special education services for a behavior disorder, and the remainder were being served in the regular classroom. Teachers reported positive traits for at least one half of the 18 students. However, the 11 students who were not served were described by teachers as performing in the average or below average level in the classroom. Teachers described students enrolled in gifted programs as having more of the behaviors representative of gifted students than those who were in regular classrooms. With the exception of humor and sensitivity, these behaviors were stable over time.

Henderson, S. J., Jackson, N. E., & Mukamal, R. A. (1993). Early development of language and literacy skills of an extremely precocious reader. *Gifted Child Quarterly, 37,* 78-91. This study examines the emergence of reading ability in a precocious child between the ages of 2 years 7 months and 3 years 2 months. At the end of this period, the child's word recognition ability was conservatively estimated at the late first-grade level and was able to sound out unfamiliar words and pseudowords. His writing skills did not begin to develop until after he was four years old. Surprisingly, he performed poorly on phonological awareness and other metalinguistic items found on standardized tests. The authors conclude that precocious readers should be evaluated with a focus on their strengths.

Hensel, N. H. (1991). Social leadership skills in young children. *Roeper Review, 14,* 4-6. To determine how schools might provide opportunities for children to develop social sensitivity, the authors studied four and five year old gifted preschool and kindergarten children. After introducing a series of role-playing and problem solving activities that attempted to sensitize the children to others' perspectives, the children's behavior was observed on the playground and in classroom activities. The authors also administered the Peabody Picture Vocabulary Test (PPVT) and a sociogram (Perez et. al, 1982). Children who scored high on the PPVT also scored high on the sociogram providing validation for the influence of verbal skills on peers. These children also exhibited more leadership characteristics in their dramatic play.

They recommend some strategies that teachers may use in developing leadership and prosocial characteristics in children: focusing on different viewpoints; modeling caring behaviors; discussing alternative ways of handling problems; helping children learn to make decisions; helping children develop interactive skills; and helping children learn to talk about their feelings and ideas.

Johnsen, S. K., & Ryser, G. R. (1997). The validity of portfolios in predicting performance in a gifted program. *Journal for the Education of the Gifted, 20*, 253-267. This study examined the degree to which samples collected in product portfolios from 216 kindergarten through second grade students were able to predict their successful performance in a gifted program four years later. Students whose portfolio scores were in the top quarter performed significantly better on math and reading achievement subtests. These results provide some validity for the use of portfolios when identifying gifted students.

Karnes, M. B., & Johnson, L. J. (1991). The preschool/primary gifted child. *Journal for the Education of the Gifted, 14*, 267-283. This article summarizes the historical trends in the education of young gifted children beginning with Hunt's (1961) seminal book, *Intelligence and Experience*. Along with Bloom (1964), Hunt suggested that the early years were significant in the development of intelligence. Feldman also emphasized the importance of the early years of child prodigies. Even with this literature support, programs for young gifted children are limited. The authors believe that five barriers inhibit comprehensive services: lack of parent advocacy, lack of appropriate teacher training, emphasis on older students among gifted educators, financial constraints, and legal roadblocks. The authors then describe current programs for young gifted children with special emphasis on diverse groups. They conclude by summarizing current research—what we know. They encourage gifted educators to use an ongoing identification process and compare groups with similar characteristics (e.g., children from lower income backgrounds with other children from lower income backgrounds).

Lamb, P., & Feldhusen, J. F. (1992). Recognizing and adapting instruction for early readers. *Roeper Review, 15*, 108-109. The researchers distributed a questionnaire to kindergarten and first grade teachers that addressed the number of children identified as early readers, the methods used to assess reading ability, and the types of program adjustments made for these children. The most commonly used assessment procedures at the kindergarten level were informal—listening to the child read aloud; although three teachers reported that they made no assessment. At the first grade level they assessed oral reading, worksheets, performance on standardized tests. Overall 76% of the teachers reported having three or more pupils with scores above the 80th percentile on "reading readiness" or reading achievement tests. At least 90% of the teachers reported one or more children who were able to read at the beginning of the year. While teachers made adjustment for high-achieving readers such as grouping, higher level basal readers, computers, independent research; only a small number of kindergarten teachers and less than half of first grade teachers released these children from "reading readiness" activities.

Louis, B., & Lewis, M. (1992). Parental beliefs about giftedness in young children and their relation to actual ability level. *Gifted Child Quarterly, 36*, 27-31. The sample for this study was 118 parents and their children who contacted a Gifted Child Clinic. In describing their children, parents identified 26 different characteristics with language, memory, and abstract thinking most frequently cited. The authors found that parents were good judges of the gifted status of their preschool children with 61% of their children having intelligence scores of 132 or above and the remainder having above average ability (IQ=118).

Lupkowski-Shoplik, A. E., & Assouline, S. G. (1994). Evidence of extreme mathematical precocity: Case studies of talented youths. *Roeper Review, 16*, 144-151. This article describes four extraordinarily talented youngsters, two boys and two girls, who demonstrate an "uncanny" understanding of mathematics. By the time that Steve was 6 1/2 years old, he could solve algebra problems, type 50 words a minute, and write his own computer programs. By the age of three, Peter could count more than 20 objects accurately, count, read numbers past 1,000, read silently, calculate sums and differences of numbers less than 10, and play nursery songs on his xylophone accurately. By the time *Joanna* was 2 1/2, she was adding and subtracting Cheerios® at breakfast. Besides early mathematical problem solving ability, *Lisa* read fluently by the time she was 3 1/2 and learned all of the basic operations in mathematics when she was six years old. Given the difficulty that the parents encountered in attempting to find appropriate programming in public school, the researchers made some of these suggestions: Parents should be advocates for their children, have their child tested using standardized testing, and find enrichment programs outside the school system. Assessments should identify skills and content that the children already know so they might be challenged in school. Acceleration should be balanced with the study of other academic subjects and extracurricular activities. Talented students need to find an intellectual peer group.

Mantzicopoulos, P. Y. (2000). Can the Brigance K&1 Screen detect cognitive/academic giftedness when used with preschoolers from economically disadvantaged backgrounds? *Roeper Review, 22*, 185-191. The author administered the Kaufman Assessment Battery for children, Teachers' Ratings of Academic Competence, the Peabody Picture Vocabulary Test-Revised, and the Brigance K&1 Screen to 134 children who attended a Head Start preschool program in a Midwestern school district. The authors found that potentially gifted Head Start children (IQ = 115 to 130) performed significantly better on the K&1 Screen than their average-ability peers (IQ = 75 to 114). Teacher ratings were not as predictive of high potential as the other instruments.

Marek-Schroer, M. F., & Schroer, N. A. (1993). Identifying and providing for musically gifted young children. *Roeper Review, 16*, 33-36. Along with characteristics and needed instructional experiences, the authors review methods for identifying young musicians. Recommendations included observation of behaviors through interviews, auditions, and parent questionnaires in conjunction with testing (*Primary Measures of*

Music Audiation, measures of *Musical Abilities*).

Meador, K. S. (1994). The effect of synectics training on gifted and nongifted kindergarten students. *Journal for the Education of the Gifted, 18*, 55-73. The purpose of this study was to determine the effect of synectics training on the development of creativity, self-concept, and verbal skills of gifted and nongifted kindergarten students. A sample of five groups of kindergarten students (N- 107) in an urban south central United States district were pre and post tested using the Torrance Tests of Creativity, the Martinek Zaichkowsky Self-Concept Scale, and the Peabody Picture Vocabulary Tests. Identical synectics sessions were conducted in the gifted experimental and the nongifted experimental classrooms. These twenty-minute sessions were held twice a week for 12 weeks. While no differences were found on the measures of self-concept and creativity between groups, the author found qualitative differences between the gifted and nongifted groups in these characteristics: higher level of abstraction, ask more questions, greater range of understanding, larger vocabularies, more fluent, flexible, and original. These characteristics were more frequently exhibited and developed to a greater extent with the gifted students. The author concludes that synectics training is may be used in kindergarten to encourage creative growth.

Nellis, L. M., & Gridley, B. E. (2000). Sociocultural problem-solving skills in preschoolers of high intellectual ability. *Gifted Child Quarterly, 44*, 33-44. The 50 preschool age children in this study were asked to plan five shopping trips through a model grocery store. The children were asked to locate the items, remove them from the wall, and place them in a miniature shopping cart. Children completed the task alone twice and with another child of the same, with a child of mixed ability and alone again. The planning skills of average- and high-ability groups were compared with respect to route efficiency, advance scanning strategy, item-location strategy, concern for problem definition, and task-organization attempts. The researchers found that the preschool-aged children did not differ in planning skills and appeared to work equally well when alone and with another peer of equal or less ability. Some differences, while not significant, were noted in the amount of time surveying the store and increased efficiency for subsequent lists and trips.

Pletan, M. D., Robinson, N. M., Berninger, V. W., & Abbot, R. D. (1995). Parents' observations of kindergartners who are advanced in mathematical reasoning. *Journal for the Education of the Gifted, 19*, 30-44. This study examined two major questions: What behaviors and abilities do young, mathematically precocious children display? Are parents able to recognize such precocity? The researchers mailed a questionnaire to 120 parents of gifted kindergarten children. The sample was primarily Caucasian (77%), with Asians constituting 13%, African Americans (6%), and other groups (4%). The parents frequently mentioned adding, subtracting, and multiplying; counting; interest in money, computer games, board games, and telling time; making up story problems; reading road signs; and using arithmetic workbooks. Five factors were found to characterize the parents' responses: (a) general intellectual factor, (b) short-and long-term memory, (c) rote memory, (d) spatial reasoning, and (e) specific relationship knowledge. They concluded that parents can indeed identify advanced abilities in mathematics.

Plucker, J. A., Callahan, C. M., & Tomchin, E. M. (1996). Wherefore art thou, multiple intelligences? Alternative assessments for identifying talent in ethnically diverse and low-income students. *Gifted Child Quarterly, 40*, 81-92. The authors evaluated an assessment instrument based on the MI theory, the Multiple Intelligences Assessment Technique. The sample for this study consisted of 1,813 children enrolled in kindergarten and first grade in a large school district. They found that the internal consistency reliability fell within an acceptable range for each of the subscales (.72 to .87). The results from the factor analysis, however, revealed only two subscales that were consistent with the hypothesized factors of verbal and mathematical. Other validity issues were raised by the inconsistent results across schools, across ethnic groups, and in the subscales' relationships with achievement tests. The authors conclude that much work remains before the instrument can be used in high-stakes testing such as identification.

Robinson, N. M., Abbot, R. D., Berninger, V. W., Busse, J., & Mukhopadhyay, S. (1997). Developmental changes in mathematically precocious young children: Longitudinal and gender effects. *Gifted Child Quarterly, 41*, 145-158. Young children with advanced mathematical skill (N=276) were followed for two years during kindergarten through first grade or first through second grade. Children were randomly assigned to a control group or a treatment group. Children in the treatment group participated in enrichment activities outside the school that supplemented the child's regular classroom program. Activities were problem-based and "constructivist" in nature. The students were administered the Stanford-Binet IV, Key Math Test-Revised, Woodcock-Johnson Achievement Test-Revised and the Word Problems Test. Gains occurred on three of the five math subtests, two of the three verbal subtests, and both visual-spatial subtests, with maintenance on the remaining three standardized subtests. Children who are advanced in math early, continue to be advanced and may become more advanced relative to age peers once they enter school. Boys surpassed girls in performance. The intervention resulted in change in the quantitative domain but not the verbal or visual-spatial domains.

Robinson, N. M., Weinberg, R. A., Redden, D., Ramey, S. L., & Ramey, C. T. (1998). Family factors associated with high academic competence among former head start children. *Gifted Child Quarterly, 42*, 148-156. This study drew a sample of 154 children with the highest achievement (top 3%) from a 5,142 National Head Start/PublicSchool Early Childhood Transition Demonstration Project. At the end of the first grade, data were collected through interviews with parents, the Peabody Picture Vocabulary Test, Revised, Woodcock-Johnson Tests of Achievement, Parent Health and Depression Questionnaire, Social Skills Rating System, Your Child's Adjustment to School, and What I Think of School. In comparing this sample to the remainder of Head Start participants, the researchers reported that the parents of the high achieving children were more responsive and flexible in their parenting practices and able to communicate the importance of school to their children. Teachers report slightly greater involvement of these parents in school. Both parents and teachers rated the social behavior of these children as more positively than the comparison group in the areas of assertiveness and self-control. The authors conclude "society has a stake in these high achieving children and in their families and it is essential that we seek ways to ensure that their development is nurtured" (p. 155).

Rohrer, J. C. (1995). Primary teacher conceptions of giftedness: Image, evidence, and nonevidence. *Journal for the Education of the Gifted, 18,* 269-283. This study addressed the question: How do primary teachers conceptualize giftedness in young children? Four teachers who piloted the Early Assessment for Exceptional Potential portfolio assessment model were interviewed twice. These interviews revealed that teachers assessed children in relationship to other children that the teachers had known in their teaching experience. Most of the behaviors related to intelligence and/or academic ability. Some of the teachers included nonintellective qualities such as "spark" or behaviors that had a certain degree of intensity, unusual nature, and/or visibility. Teachers did not consider motor development, lack of social skills or emotional control, or a lack of reading ability as evidence that the child was not gifted.

Sandel, A., McCallister, C., & Nash, W. R. (1993). Child search and screening activities for preschool gifted children. *Roeper Review, 16,* 98-102. This article describes a modified case study approach for identifying preschool gifted children. After referrals, the project staff interviews the parent, teacher, child, and makes observations of the child in informal settings. The Peabody Picture Vocabulary Test and the Hess School Readiness Test are administered. Finally, for those who met the standards during screening, the Stanford-Binet, the WISC Preschool Primary Scale, or the K-ABC is administered. Using this approach, they found 16 gifted children from the 34 complete evaluations.

Schwanenflugel, P. J., Stevens, T. P. M., & Carr, M. (1997). Metacognitive knowledge of gifted children and nonidentified children in early elementary school. *Gifted Child Quarterly, 41,* 25-35. In this study, 22 gifted children and 40 general cohort kindergarten and first grade children were given a metacognitive interview questionnaire examining their understanding of variables related to memory and attention. Although differences were small, the gifted students did show higher general metacognitive knowledge than nonidentified children.

Scott, M. S., Deuel, L. S., Jean-Francois, B., & Urbano, R. C. (1996). Identifying cognitively gifted ethnic minority children. *Gifted Child Quarterly, 40,* 147-153. The authors administered nine different cognitive tasks to 400 kindergarten children in regular education and 31 kindergarten children identified as gifted. Five measures, particularly those that were open-ended and verbal, discriminated between gifted and the normal sample. Other tasks appeared to have a ceiling effect. Some of the highest performers in the regular education sample were minority. The authors suggest that such performance measures may be useful in identifying gifted minority children.

Shaklee, B. (1993). Preliminary findings of the early assessment for exceptional potential project. *Roeper Review, 16,* 105-109. This study examined the effects of using portfolios to identify children in primary classrooms. The author found that the most important elements in the accurate observation of children are attitudes, knowledge, and skills of the classroom teacher. The researchers found that teachers believe that portfolios are more accurate than tests with anecdotal information particularly informative. Teachers also believe that they have developed more child-centered classrooms with a greater number of inquiry-based learning lessons.

Shaklee, B. D., & Viechnicki, K. J. (1995). A qualitative approach to portfolios: The early assessment for exceptional potential model. *Journal for the Education of the Gifted, 18,* 156-170. This article described the development of the Early Assessment for Exceptional Potential model, which is a portfolio approach to the identification of young gifted and talented students. To triangulate data and ensure internal validity, anecdotal records, observations, videos, home survey, products, and nominations were used. Teachers were also trained in using the portfolio system. The authors found that teachers' attitudes changed toward exceptional potential.

Snowden, P. L., & Conway, K. D. (1996). A comparison of self-reported parenting behaviors and attitudes of parents of academically precocious and nonprecocious preschool children. *Roeper Review, 19,* 97-101. The researchers gathered information from 17 families whose children, ages four and five, enrolled in the Center for Child Studies in Missouri. They used the Parent as a Teacher Inventory and a Participant Identification Questionnaire. The authors did not find any differences in the two groups among the variables: creativity, frustration, control, play, and teaching-learning. They found that the majority of the parents were academically successful people and were most likely to teach and help their children learn social/emotional, cognitive and practical skills.

Spangler, R. S., & Sabatino, D. A. (1995). Temporal stability of gifted children's intelligence. *Roeper Review, 17,* 207-210. The WISC-R was administered to 66 children who were initially 8 years old and then at 36 and 72-month intervals. They found that the subtest and full-scale scores were relatively stable. The only subtest score that varied significantly was information.

Tomlinson, C. A., Callahan, C.M., & Lelli, K. M. (1997). Challenging expectations: Case studies of high-potential, culturally diverse young children. *Gifted Child Quarterly, 41,* 5-17. Data from eight case studies of primary age children who participated in START (Support to Affirm Rising Talent) were reported in this study. These children were previously identified using procedures based upon Howard Gardner's multiple intelligence theory. Teachers nominated four of the children as "successful" and four as "unsuccessful." Data were collected through three sets of classroom observations and interviews with students, parents and teachers. In general, a child was more likely to be judged successful if he or she demonstrated outstanding ability in core subject areas and did not exhibit behavior problems. A child was likely to be judged unsuccessful if he demonstrated talent in nontraditional areas or required interventions for behavior.

In three cases, students deemed unsuccessful in one classroom were deemed successful in another classroom or vise versa. In these cases, judgment was more a product of teacher differences than changes in the children. Factors that worked included mentorships, family outreach, and classroom modifications.

Tucker, B., & Hafenstein, N. L. (1997). Psychological intensities in young gifted children. *Gifted Child Quarterly, 41*(3), 66-75. This study examined Piechowski's five overexcitabilities identified by Dabrowski among young gifted children. Data were collected on five young children, ages four through six at the Ricks Center, Denver, CO. Data consisted of classroom observations, documents, achievement tests, intelligence tests, parent questionnaires, Individual Educational Plan, and teacher interviews. They found that the students demonstrated behaviors consistent with Dabrowski's theory. All exhibited intellectual overexcitability (curiosity, asking probing questions, intense concentration, excellent problem solving skills, theoretical knowledge); imaginational overexcitability (fantasy play, animistic and imaginative thinking, daydreaming, dramatic perception); emotional overexcitability (concern for others, timidity and shyness, fear and anxiety, difficulty adjusting to new environments, intensity of feeling); psychomotor overexcitability (marked enthusiasm, rapid speech, surplus of energy, impulsive actions); and sensual overexcitability (sensory pleasures, appreciation of sensory aspects of experiences). The authors conclude that if teachers were aware of these overexcitabilities, they might have better understanding of the emotional development of advanced children.

Wadlington, E., & Burns, J. M. (1993). Math instructional practices within preschool/kindergarten gifted programs. *Journal for the Education of the Gifted, 17,* 41-52. The purpose of this study was to identify specific math practices and materials currently being used by teachers and students in programs for gifted three-, four-, and five-year-olds. The authors distributed a questionnaire to 25 teacher/administrators who represented 22 different preschool/kindergarten gifted programs in ten states. Results indicated that teachers frequently used unstructured activities, manipulatives, discovery learning, learning centers, games, and sensory activities. They frequently stressed problem solving, using real life problems. The study indicated that the teachers infrequently used a prescribed curriculum to teach students concepts and rarely selected problems from textbooks or workbooks for students to solve. Children were infrequently exposed to concepts/materials pertaining to time and measurement although research indicates that young gifted children often possess strengths in these areas. They rarely used standardized or teacher-made tests to assess math performance. While teachers saw the need for a differentiated curriculum, practices appeared to be similar to those used in regular classrooms.

Windecker-Nelson, E., Melson, G. F., & Moon, S. (1997). Intellectually gifted preschoolers' perceived competence: Relations to maternal attitudes, concerns, and support. *Gifted Child Quarterly, 41*, 133-144. This study examined the relationship between maternal attitudes, concerns, and support networks and perceived competence. A sample of 28 three to five-year-old gifted children were administered the Pictorial Scale of Perceived Competence and Acceptance for Young Children and Parental Attitudes toward Child-Rearing. Mothers of gifted preschoolers rated themselves as allowing more independence and less strictness than mothers of a more heterogeneous sample. "Balanced" parenting was positively associated with gifted children's perceived cognitive/physical competence and social acceptance. The frequency of the child's direct contact with the mother's support network was also positively related to the child's perceived cognitive/physical competence and overall competence.

Wilkinson, S. C. (1993). WISC-R profiles of children with superior intellectual ability. *Gifted Child Quarterly, 37*, 84-91. The WISC-R was administered to 456 Grade 3 students. The profiles of students whose full-scale scores were 120 were analyzed. While most excelled in complex reasoning, differences were noted for boys and girls. Boys showed strengths for simultaneous and visual-spatial reasoning while girls showed strengths for sequential and social reasoning. This study found that children with superior intellectual ability exhibit a wide variety of strengths.

Wright, L., & Borland, J. H. (1993). Using early childhood developmental portfolios in the identification and education of young, economically disadvantaged, potentially gifted students. *Roeper Review, 15*, 205-210. This article describes the use of portfolios developed in Project Synergy at Columbia. Portfolios include standard samples, teacher-selected samples, child-selected samples, notable moments, and let-me-tell-you-about-my-child cards. The authors strongly encourage the use of portfolios as an indicator of giftedness.

Young, E. R., & Fouts, J. T. (1993). Field dependence/independence and the identification of gifted students. *Journal for the Education of the Gifted, 16*, 299-310. Using a sample of 150 second and third graders, the authors discovered that students who were nominated for gifted services are more field independent than those not nominated, and that those selected for gifted services are the most field independent of the students even when controlling for intelligence. The authors concluded that field-independent (analytical) cognitive style enhanced the prospect of being selected for gifted services.

Susan Johnsen is Associate Dean of Scholarship and Professional Development at Baylor University. Editor of Gifted Child Today, *she was the principal investigator of Project Mustard Seed. She is author of four tests that are used in identifying gifted students: Test of Nonverbal Intelligence (TONI-2), Screening Assessment for Gifted Students (SAGES), Screening Assessment for Gifted Students—Primary Version (SAGES-P), and Test of Mathematical Abilities for Gifted Students. She is a past President of the Texas Association for the Gifted and Talented.*

BOOK REVIEWS

Helping Gifted Chil[illegible]n Soar: A Practical Guide for Parents and Teachers by Carol A. Strip and Gretchen Hirsch. Scottsdale, AZ: Gifted Psychology Press. 2000. $18.00

In the Preface, author Carol Strip says that the purpose of this book is "to encourage a positive relationship between parents and teachers, because the adults are, after, all teammates in dealing with children's academic, emotional, and social needs."

One of the important strengths of this text is the emphasis on answering (and anticipating) parents' questions and concerns while reinforcing the partnership with schools and teachers.

The book is arranged in three sections: Introduction, Your Gifted Child and the School, and Parenting and Teaching Strategies that Work. In the first section, the ups and downs of gifted are addressed and different types of gifted children are illustrated with short, fictional case studies. The issue of the whether a child is gifted or smart is also considered at some length, with examples in several areas including language ability, emotional outlook, and self image.

The second section, Your Gifted Child and the School, includes information on testing and identification, working with teachers, options for gifted programming, and an explanation of learning contracts.

Parenting and Teaching Strategies that Work has several chapters that focus on the partnership between parents and teachers and how to work effectively for the good of the child. The section ends with "Ten Things Parents Wish Teachers Knew" and "Ten Things Teachers Wish Parents Knew," each listing useful insights. An extensive appendix has numerous sources for additional information grouped by topic.

This book will be a useful addition to any teacher's professional library and could make a real difference to parents with questions about their gifted children.

—review by Michael Cannon

Ayudando a Niños Dotados a Volar by Carol A. Strip & Gretchen Hirsch. Scottsdale, AZ: Gifted Psychology Press. 2001. $18.00

When I first saw this title I thought it was a great idea to publish this translation of Carol Strip's book, so that Spanish speaking parents of gifted children would have a resource that would help them make decisions about their children's educational programs. It is a solid description of the technical and educational issues of gifted education, presented in a format that is easy to read and understand. I have some doubts, though, with regards to its usefulness for the large number of lower income, Spanish speaking parents.

The author approaches the teacher/parent relationship in a typical middle class American fashion; teachers and parents are equally well educated and work together as equals in making decisions about their children. Additionally, parents are not above making instructional suggestions, complaining about inequities, and defending their children against the unfair decisions of educators. In many ways, though, this relationship is different in the Hispanic culture.

The book contains good descriptions of the typical selection process, what to look for in a good teacher, and how to prepare a young child to be successful in a gifted program. What it does not address are cultural stereotypes which lead to lower identification rates among lower income Hispanics, how to identify gifted behaviors of young Hispanic boys, and how parents can appropriately relate to their children's teachers.

While perhaps not a book to give out indiscriminately, this source book still has much to share with parents.

—review by Wes Clarkson

Parents and Classroom Teachers Wanted

to Write for *Tempo*

We are actively seeking articles from parents and classroom teachers. You have invaluable expertise and information to share with the readers.

Check the **Call for Articles** inside the back cover for upcoming themes.

If you have an idea for an article or have other questions, contact the editor.

Flashlight Under the Covers

Colleen Higgins Elam

Before they cross the threshold of kindergarten, children live for years in a magical, mythical time of boundless energy and far distant horizons. A time when time is endless, and the end comes too soon. A time when a child is constantly busy squirming and learning, a time of painting masterpieces in finger-paints and crayons, of tracking ants and bugs along their forays, of collecting fists full of grass flowers for Mommy, of basking in mountains of bubbles, a time of dragons and dinosaurs when everyone, even the dog, is bigger than they, and a time when skins and scrapes are healed with a kiss and a band aid.

Flashlight under the covers,
Reading 'til all hours of night,
Snatches and sneaks in the daytime,
Would that they all saw the light.

In this magical time some children begin to read on their own. Don't be mistaken – early readers are not flash card tutored, rote routed robots any more than finger-paint artists are. They are children who teach themselves to read at an early age. And they are soon joined by another group of children who, after entering the new wonderland of school, very quickly learn to read. Once they begin, these children progress rapidly, reading constantly, consuming books – and knowledge.

Both early readers and voracious readers are a challenge to parents and educators. Ah, but what a joyful challenge they are. Just as these children romp for hours on end, so do they read. They read anytime and anywhere that they are not fully engaged in the day, and they read with flashlights under the covers safe in their beds at night.

We know the feeling. Can anything compare with sinking into a good book? No matter our age, it is a time when time is endless and the end comes too soon.

Literature allows multiple generations to share the cultural history of society's common struggles. Similarly, the act of reading spans the ages. I saw a portrait recently that had been printed on the cover of a Good Housekeeping magazine in 1921. As I studied this portrait of two girls, maybe four and six, reading while sitting together in a stuffed chair, I was struck by the timelessness of the image. Not only were the sisters reading together, they were dressed in simple classic dresses, one in white tights, the other in white socks, both in polished black maryjanes. I first thought of my mother and her older sister, then of my two daughters, and then of the tales my grandmother told of she and her notorious sister romping together and reading together in their early childhood years. They may have sat on tree limbs while swinging legs clad in saggy cotton tights but they sat and read together all the same.

If encouraged, early readers and voracious readers tend to be lifelong readers. Lifelong readers are lifelong learners who tend to be lifelong contributors to society. How do we encourage early childhood readers?

We make reading magical fun. We read to our children from the time they can sit on our laps. We frequent the library and we buy favorite books to read over and over. We read together and alone, quietly and out loud, in prose, rhyme and song, on the road and at home. We discuss books and their concepts at the dinner table, in the car, at odd moments, at any time. We reward reading in countless, creative, fun ways. We furnish each of our children with a cozy chair, a good light, a snuggly quilt, and… a flashlight, to keep by the side of their beds – just in case it is needed at night.

Additionally, we can enlarge our circle and share the magic by reaching out to another early childhood reader. Years ago my brother took time from his very busy schedule to write the following letter to my oldest daughter. The letter is one of our family treasures – so is my brother.

Dear Corey,

Your mother has told me that you can read, and do read many books. I'm very proud of you and very, very excited for you.

A person who reads is never lonely or bored, and never says, "I have nothing to do." After all, when you can go any place in the world (or even to other worlds), or be anyone or anything you want, and have exciting adventures – you can't be bored.

Reading is the most wonderful thing. You can open a book and get to meet Charlie Brown and Snoopy, or the cat that wears such a funny hat. You can go to the magical land of the Lorax and the wonderful land of Oz. In Oz you will meet people with pumpkins for heads, funny scarecrows, talking lions, witches, and wizards. It is a magical place that all little girls in Houston should visit.

By reading you can be with Nancy Drew and many others who have mysterious adventures. You will see clues and treasure maps, and follow them until the mystery is solved and the treasure is found.

You can travel with Tom Sawyer and Huckleberry Finn as they float down the Mississippi on a raft and have adventures with friends and foes alike. In the safety of your own room you can be held in suspense and so scared you don't want to turn the page in your book. But you do – because it's a book and so much fun.

Corey, you can probably tell that I am very excited for you. Reading is like a never-ending road where you can stop wherever and whenever you want. And each stop is an exciting adventure where you visit a new world, or fly among the stars, laugh at something funny, cry with a sad story, find a treasure, solve a mystery, learn something new, or do anything you can imagine.

I have visited many places, done many things, and met wonderful people in books. When you get there, tell Tarzan and Jane, Frodo, Bilbo, Rebecca of Sunnybrook Farm, The Lorax, Snoopy, Woodstock, Huck, Dr. Doolittle and his animals, and everyone else you will meet, that I said hello.

Have fun!

Love,
Jay

Following his letter, Jay sent surprise packages of books to my children for years. He is an inspiration. As we encourage children to read voraciously, we encourage them to learn eagerly. Before very long these children grow to be adults who paint masterpieces in acrylics and oil, pursue evidence trails to conviction, nurture the growth of the young and the innocent, manipulate virtual bubbles of space and time, tame the dragons and dinosaurs in courts of law, and medically treat all the ailments of man. May they have boundless energy and far distant horizons.

I'm inspired to write my letter. To follow, I will send books and a brightly colored, personalized flashlight.

Colleen Higgins Elam is a past Parent of the Year as well as a past president of the Texas Association for the Gifted and Talented

Tales of a Cotton Field

Michael W. Cannon

But what about the zombies?' the wide-eyed boy asked as he and his brothers trudged down the rows of cotton that seemed to stretch endlessly in the afternoon sun. Not that there were any supernatural creatures lurking among the cotton stalks that hot summer day. The zombies, along with mysterious underground cities, fabulous treasures, and heroic rescues of fainting women were all part of an elaborate series of stories that I devised for my brothers to relieve the mind-numbing tedium of hoeing cotton.

I was reminded of this forced creativity recently on reading a poem written by Tennyson when he was still a boy, and this led me to consider other outstanding writers (Lewis Carroll, C. S. Lewis, the Brontes to name a few) who had created stories, family magazines, and plays as children. Other gifted individuals, such as Dr. James Murray, who compiled the Oxford English dictionary, had a wide range of interests. In Simon Winchester's recent book, *The Professor and the Madman*, the author tells how as a boy Murray not only taught himself French, Italian, German, and Greek by the time he was 15, but also accurately predicted the exact time of the rise of the star Sirius (he dragged his admiring family out of bed to see it). Some families may not be so understanding. In Pushkin's *Eugene Onegin*, the heroine Tatyana, with her need for solitude and books, never fit in at home, being ". . . a stranger in to her own family." (II.2).

Extraordinary talent may well find its own way, bubbling up in unbidden springs of creativity. But sometimes, I'm afraid, talented young children may have few chances to develop their abilities due to a lack of opportunity, space, and encouragement.

Opportunity

Give them time. The lives of young children sometimes can be as hectic as those of adults. All the lessons, classes, and teams we provide for our young children may be enriching, but can also leave little time for imaginative activities. Television and video games can also take away time and incentive for kids to explore ideas and interests.

Space

Give them space. A special place can be just as important as adequate time for the imagination to roam. This may be a solitary, special place, or just a corner somewhere. And while physical space is necessary, some of us need mental space as well.

Encouragement

Give them a hand. An appreciative audience and judicious advice can keep the sparks flying.

My days of working in cotton fields are long over. I still tell stories, only my audience and purpose have changed. My brothers have gone ahead of me by now, down those long rows. When I catch up, we have a story to finish.

Call for Articles

Winter 2002

GROUPING: Programmatic Responses

Districts and individual campuses provide for gifted programming in a variety of ways. In addition to homogeneous vs. heterogeneous controversies, articles may also speculate on possibilities, describe best practices, report on successful programs, or approach the topic from a new perspective.

The deadline for submission of articles is **September 1, 2001.**

Spring 2002

GIFTED in the HUMANITIES

Articles are solicited that deal with the place of the humanities in gifted programs. What is the value of humanities? How are students gifted in the humanities being served? identified? How **should** they be served? What should be the elements of an exemplary humanities program?

The deadline for submission of articles is **December 1, 2001.**

Guidelines for Article Submissions

***Tempo* welcomes manuscripts from educators, parents, and other advocates of gifted education. *Tempo* is a juried publication and manuscripts are evaluated by members of the editorial board.**

Please keep the following in mind when submitting manuscripts:

1. Manuscripts should be between 1000 and 2500 words on an upcoming topic (see topics above).
2. Use APA style for references and documentation.
3. Submit **three copies** of your typed, double-spaced manuscript. Use a 1 1/2 inch margin on all sides.
4. Attach a100—150 word abstract of the article.
5. Include a cover sheet with your name, address, telephone and FAX number and/or e-mail address.

Send all submissions or requests for more information to:
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Immediate Past President
Karen Fitzgerald
713/464-1511 ext. 2281
Spring Branch ISD
955 Campbell Road.
Houston, TX 77024
fitzgerk@spring-branch.isd.tenet.edu

Publications Editor
Michael Cannon
915/778-3988
El Paso ISD
5521 Martin Lane
El Paso, TX 79903
cannon@whc.net

Executive Director
Amanda Batson, Ph.D.
512/499-8248
TAGT
406 East 11th St., Suite 310
Austin, TX 78701-2617
txgifted_abatson@yahoo.com

Regional Directors

I **Dorothy Prukop**
956/585-5677
Mission CISD
P. O. Box 1144
Mission, TX 78573
gifted@hiline.net

II **Barbara Hennig**
361/729-6714
Aransas County ISD
109 Lee Circle
Rockport, TX 78382
bhennig@acisd.org

III **Melanie Castellow**
361/798-3241
Hallettsville ISD
200 N. Ridge
Hallettsville, TX 77964
dontforget4@aol.com

IV **Keith Yost**
281/397-7185
Tomball ISD
1819 Corral Drive
Houston, TX 77090
kyost@sprynet.com

V **Maribeth Morris**
409/896-5636
ESC Region V
2295 Delaware
Beaumont, TX 77703
maribethmorris@hotmail.com

VI **Barbara Polnick**
979/830-8281
P.O.Box 125
Chapel Hill, TX 77426
bpolnick@brenham.isd.tenet.edu

VII **Donna Fox Morrison**
903/839-2241
Tyler ISD
P. O. Box 130985
Tyler, TX 75713
dfoxmorrison@hotmail.com

VIII **Billie Viehe**
903/737-7434
Paris ISD
3270 Graham Street
Paris, TX 75460
bviehe@parisisd.net

IX **Bridget Tison**
940/761-4628
Wichita Falls ISD
2903 Sturdevandt
Wichita Falls, TX 76301
BCTison@aol.com

X **Sheri Plybon**
972/758-1384
Carrolton-Farmers Branch ISD
2205 Parkhaven Drive
Plano, TX 75075
plybons@cfbisd.edu

XI **Judy Satterwhite**
817/871-2555
Fort Worth ISD
100 N. University Dr. NE #210
Fort Worth, TX 76107
jsatt@ftworth.isd.tenet.edu

XII **Randy Ford**
254/710-6101
Baylor University
P. O. Box 97304
Waco, TX 76798
Randy_Ford@baylor.edu

XIII **James Sombathy**
512/414-2026
Austin ISD
5408 Westminster
Austin, TX 78723
jamessombathy@yahoo.com

XIV **Mary Christopher**
915/670-0371
Hardin-Simmons University
2102 Westminister Dr.
Abilene, TX 79602
mchris@hsutx.edu

XV **Louise Jones**
915/653-1847
Angelo State University
1313 Shafter
San Angelo, TX 76901
jimloujones@excite.com

XVI **Terrie W. Turner**
806/935-4031
Dumas ISD
P.O. Box 715
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terrie.turner@dumas-k12.net

XVII **Debbie Stennet**
806/296-4033
1303 Quincy Street
Plainview, TX 79072
dstennett@plainview.k12.tx.us

XVIII **Judy Bridges**
915/334-7178
Ector County ISD
P.O. Box 3912
Odessa, TX 79760
bridgejc@ector-county.k12.tx.us

XIX **Fara Green**
915/581-5607
El Paso ISD
317 Bright Water
El Paso, TX 79912
fgreen5648@aol.com

XX **Carlota Rodriguez**
210/256-2400
Northside ISD
2626 Century Ranch
San Antonio, TX 78251
crod@texas.net

TAGT Division Chairs

Research & Development
Dr. Richard Olenchak
(281) 296-6813
46 Timberstar
The Woodlands, TX 77382
rolenchak@uh.edu

Coordinators Division
Molly Yeager
P. O. Box 1702
Ft. Stockton, TX 79735

Editorial Board

Publications Editor
Michael Cannon
(915) 778-3988
5521 Martin Lane
El Paso, TX 79903

Editorial Board Members

Terry Brandt
713/525-3553
University of St. Thomas
3800 Montrose Boulevard
Houston, TX 77006-4696

Colleen Elam
281/980-5291
1603 Creekside
Sugar Land, TX 77478-4203

Pat DeBusk Holmes
817/923-3492
2824 Sixth Avenue
Fort Worth, TX 76110

Elizabeth Montes
915/755-2556
3303 Moonlight
El Paso, TX 79904

Gail Ryser
512/451-3246
PRO-ED Publishing
8700 Shoal Creek Blvd.
Austin, TX 78757-6897

Mary Seay
915/947-3828
San Angelo ISD
1621 University
San Angelo, TX 76904-5164

Molly Yeager
P. O. Box 1702
Ft. Stockton, TX 79735

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Tempo

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED
Member, National Association for Gifted Children (NAGC)

Volume XXI Issue 4

FALL 2001 CONFERENCE ISSUE

GIFTED STUDENTS IN THE GLOBAL COMMUNITY

Bricks of Mud and Straw

James Collett

The phrase "Global Community" has a decidedly modern ring, calling forth images of supersonic jet flights and Internet communiqués, of cellular phones and space flights from which we see the Earth as a frighteningly small and fragile sphere. We have developed a growing sense of linkage into one great interwoven society. The worldwide celebration of the arrival of the new millennium (or at least the year 2000) created the preeminent example, people after people reveling in the Earth's rotation into century's end.

Last spring, I attended an elementary choir concert. One song these young children performed was entitled, *"We Are The People of the Twenty-First Century"*(Jennings, 1999). The song carried a beautiful message, especially when expressed through the voices of those who must make it so. "We are the future. We are the light." The next lines, however, offered a challenge, "We are the people of the twenty-first century. We have the chance to do it right." The song spent no time arguing that we had "done it wrong," nor listing what must be done, though it did suggest certain eternally desired themes: life, peace, and "walking hand in hand."

As I have reflected upon those words, I no longer believe that "doing it right" is easily defined. We cling too readily to the illusion of progress. We often believe that technological advancement connotes a corresponding cultural, social, or even personal,

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FROM THE PRESIDENT

Krys Goree

I recently took the time and opportunity to read *Common Fire: Lives of Commitment in a Complex World,* written by Laurant Parks Daloz, Cheryl H. Keen, James F. Keen, and Sharon Daloz Parks. The book reviewed a study in which the authors conducted interviews over a period of several years with more than one hundred people "who had sustained long-term commitments to work on behalf of the common good, even in the face of global complexity, diversity, and ambiguity." In the interviews, authors interacted with individuals across a wide range of roles and contexts that could certainly be described as gifted and talented. The criteria used in determining subjects for the study included: commitment to the common good, perseverance and resilience, ethical congruence between life and work, and engagement with diversity and complexity. The mission of the authors was to seek the answer to questions that might provide insight to achieving an understanding of how lives of commitment to the common good are formed and sustained. The interviews included four primary questions: "What are such people like?" How do they become that way?" "What keeps them going in spite of inevitable discouragement?" and "What can be done to encourage this kind of citizenship to meet the challenges of the twenty-first century?" This work took on particular meaning for me as I thought about the topic of for this issue of *Tempo*.

As scholars, educators, and parents we share a deep respect for the potential at stake in the development of each individual and particularly for the ways in which attention to human development may enhance the will and capacity of people to work and live well together and to face tough, even unprecedented challenges. Our world has certainly changed and is sure to continue to change rapidly in the future. Unfortunately, educational practices do not consistently present a history of changing with the world.

(see GOREE, page 21)

Tempo
Volume XXI Issue 4 Fall 2001

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The Texas Association for the Gifted and Talented (TAGT) is a nonprofit organization of parents and professionals promoting appropriate education for gifted and talented students in the state of Texas.

TAGT *Tempo* is the official journal of the Texas Association for the Gifted and Talented. It is published four times a year in January, April, July, and October. The subscription is a benefit for TAGT members. Annual individual and family dues are $35.

Material appearing in *Tempo* may be reprinted unless otherwise noted. When copying an article please cite *Tempo* and TAGT as the source. We appreciate copies of publications containing *Tempo* reprints.

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Address correspondence concerning the Texas Association for the Gifted and Talented **(including subscription questions)** to *TAGT, 406 East 11th Street, Suite 310, Austin, Texas, 78701-2617*. Call TAGT at 512/ 499-8248, FAX 512/499-8264 or by e-mail at txgifted2001@yahoo.com.

Address correspondence concerning *Tempo* **content** to: *Michael Cannon, TAGT Editorial Office, 5521 Martin Lane, El Paso, TX 79903*. Call the editorial office at 915/ 778-3988, FAX 915/ 779-2625, or e-mail: cannon@whc.net.

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Communication Across the State and Around the World

Amanda D. Batson, Ph.D.

Communication is an essential skill for gifted students in the global community as well as for their advocates. With the rapid advances in communication devices and expanded travel options, the globe seems to shrink even as the population grows. TAGT recognizes that if we are to successfully address the Association mission, communication is a non-negotiable. The heart of TAGT is associating, networking, communicating with others who share a deep and abiding commitment to Texas gifted youth.

History

Realizing the importance of accurate information and the power of research to advance the causes for Texas gifted students, TAGT commissioned an in-depth probe survey about five years ago. One purpose of the survey was to identify barriers to appropriate education for gifted students. Respondents included parents with gifted children, parents without gifted children, teachers of the gifted, teachers not serving gifted students, principals, superintendents, and corporate executives.

Survey results were reported in 1996. A major obstacle to appropriate education for gifted children was pervasive misunderstanding and confusion about who are the gifted. Further, educational programs for the gifted seemed mysterious to many respondents. Perhaps, the parent knew the program was a pullout one day a week but beyond that services could not be defined. Such confusion and lack of clarity emerged from all groups of respondents. If parents, teachers, school administrators, and

(see BATSON, page 28)

Please Come

TAGT First Vice-President and 2001 Conference Chair **Debbie Midkiff** (Grand Prairie ISD) and the entire **2001 Executive Board** cordially invite you to celebrate and learn.

Gifted Students in the Global Community

TAGT 24th Annual Professional Development Conference for Educators and Parents, December 5-8, 2001, Henry B. Gonzalez Convention Center, San Antonio, Texas

- Four Days and Three Nights
- Nationally Recognized Speakers
- Classroom Experts – Teachers and Administrators
- Family Leaders – Parents of Gifted Children
- Pre-Conference Workshops
- Student Showcase
- Research and Development Breakfast
- General Sessions
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- Creativity Potpourri
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See you in San Antonio!

PERSPECTIVES on Young Gifted Children

Beverly Shaklee

I recently had the opportunity to work on a joint research team which combined faculty members from The College of The Bahamas and Kent State University. Our joint research question was related to a common phenomenon in both the United States and The Commonwealth of The Bahamas; male underachievement. The research team, headed by Dr. Awilda Hamilton of Kent State University sought to determine why adolescent men are often labeled as academic underachievers and if there were any precursors in early childhood which would shed light on the situation. The literature for North America, England, Australia and the Caribbean indicate that there are a myriad of factors which contribute to male underachievement at all levels in the educational system. These may include lack of personal responsibility, self-perception, parental involvement, attitudes toward schools, attitudes of teachers and lack of role models to name a few. The purpose of this article is not to explore the nature of male underachievement, although it is certainly worth exploration, but to explore the responses of the children which may give us food for thought as parents and teachers.

Three issues are of paramount importance to the health and well-being of all children but most particularly of young gifted children. These are: recognition, expectations and environment. Each of these can have a profound influence on the development of a young gifted child. When asked, "how do you view yourself as a learner?" all of the children we interviewed said without exception that they were "good learners." Amazingly enough that is often true with all children, they come to us with a strong feeling that they can learn. That school can be a good place to be and that they will make a contribution. Sadly enough, it is we, parents and teachers, who have a significant influence on their self-perception as a learner. With young gifted children it is particularly important that we know about the development of young children in general and more specifically about the uneven development of the young gifted child. Their cognitive ability is not often matched by equal ability either physically, emotionally or socially. They are a unique and complex package of having some areas of extreme advance and some that are age appropriate. Parents and teachers need to be aware of all aspects of their development in order to hold appropriate expectations for their growth and development.

A second question,"How do you know that you are a good learner?" was posed. "Well, because I get good grades" or "because I get all my problems right" were replies to this question. Although the answers seem simple enough it's the perception that is created and the expectations that are held that are of concern. Do we intentionally or unintentionally send messages to our young gifted children that in order to be a good learner they must get everything right? That they must only get "A's"; or is there space for taking a risk, being creative, trying something new or different in our schools and homes? What are reasonable and developmentally appropriate expectations for young gifted children? Does developmentally appropriate mean that

I don't give them challenging learning opportunities but focus on things that "most five year olds can do?" In reality, if we observe our children carefully, they will let us know what they need to do and learn. That takes time, it takes an openness to discovery and it takes a willingness to suspend the 'schedule' long enough for your young gifted child to explore the world.

As we continued working and talking with our young male students we also asked the question, "why do you go to school." The variety of answers was surprising which included among others, "to be right with God," from a Bahamian student but also included future careers and opportunities. The young men in this study reported that they are encouraged to attend school, do well in their studies and to stay motivated. Interestingly enough their teachers did not share this perception of their own students, they viewed these young men as underachievers right now. That brings us to the final concern for all of our children and most particularly the young gifted child; the learning environment created and the teachers who teach them. One of the issues that has become increasingly clear is the strong influence of teachers on their students. We know that teachers values, beliefs and attitudes toward their students has a significant effect on student motivation, academic engagement and self-perception. We also know that teachers align their beliefs about children and the role of the teacher with long held cultural traditions. For example, if I believe as a teacher that a child of poverty cannot be gifted then no matter who identified them or what I'm told I will still treat the child as if they are not gifted. Or if I believe, as a teacher, that young children should not "do" certain things, read certain books or have certain opportunities then I will not provide an environment which is suitable to their growth and development. The environments we create in the classroom are aligned with our values and beliefs. For young gifted children, a teacher's attitude or lack of knowledge about giftedness, the unevenness of development and appropriate curriculum adaptions can have lifelong and devastating effects.

Finally, beyond the individual teacher I have serious concerns about the efforts toward educational reform. In many states we have become increasingly narrow within our classrooms. Curriculum is often highly proscribed, testing is mandated and teaching decisions centralized. These aspects of educational reform can tie the hands of even the most gifted of teachers. As parents, educators and advocates for young gifted children we must do what we can to counter these narrowing effects while still being accountable to the overall effectiveness of the schools. It is true that only with a sound and appropriate education for all children can we build a sound and appropriate education for gifted children. However, we must continue to question the legislators and decision makers who limit the abilities of teachers to create sound learning environments, who force mandated and inappropriate testing on all young learners and who think that giving a school a number indicates the quality and worth of the education being offered within those walls. While perhaps well intended, we are beginning to see the effects on young children as early as third grade in terms of high anxiety, low self-esteem and pattterns of underachievement.

. . . we must continue to question the legislators and decision makers who **limit the abilities of teachers** to create sound learning environments, who force mandated and inappropriate testing on all young learners . . .

The young children in the Bahamas and the children in the United States do have things in common. They have a willingness to learn, a desire and motivation to succeed and a vision of their future. They believe that they are doing all the right things to be successful in the future and they do not believe they are underachievers. It is up to us to ensure that they are right.

(see SHAKLEE, page 19)

Going Global for Professional Development:
The Fulbright Memorial Fund Teacher Program

Mary Neid Phillips

As the lead gifted and talented teacher at Lake Montessori Magnet School for Environmental Studies in the Waco ISD, I try to use part of each summer break pursuing my own professional development by combining a yen for travel with some kind of hands-on learning experience. Because I am also the environmental educator on my campus, these ed-ventures usually take some scientific shape, like a paleontological dig for megafauna fossils in central Mexico with EarthWatch, two weeks at Johnson Space Center with NEW, NASA's Education Workshop program, or sailing out of Woods Hole, MA, aboard a tall ship doing oceanographic research in the Atlantic Ocean. Every trip is a unique adventure, a way for me to recharge my teaching batteries and tackle both physical and mental challenges, whether they be battling nausea on the high seas or creating a Mars landscape with fellow teachers.

In addition to many memories, I return to my classroom at the start of each new school year with yet another treasure box of artifacts, resources, and stories about my professional ed-ventures that intrigue and inspire my gifted and talented students.

During this past summer I experienced a new and different role--that of being a teacher-ambassador on a three week study visit to Japan with the Fulbright Memorial Fund (FMF) Teacher Program sponsored by the government of Japan. Designed to honor the memory of the late Senator J. William Fulbright, FMF was launched five years ago under the administration of the Japan-United States Educational Commission (JUSEC) to commemorate the 50th anniversary of the U.S. Fulbright Program that had enabled over 6,000 Japanese scholars to do graduate study and research in the United States.

Early each spring, FMF chooses a total of 600 American educators from a pool of over 2,000 teachers and administrators who apply for the study program, seeking a mix of individuals who represent all ages, grade levels (K-12), teaching specialties, and states, including the District of Columbia. Agreeing to participate has been compared by a 2000 FMF participant to winning the lottery, for FMF is truly a once in a lifetime opportunity for cultural exchange and professional development within the country of Japan.

The first travel slot for the initial group of 200 educators is mid-June to early July, followed by two others in the fall months of October and November. My slot was June, starting with a flight to San Francisco where I would join the other 199 participants for a detailed pre-trip briefing and meet the Japanese Consul General, Nobuaki Tanaka, at a reception in his official residence in Pacific Heights high above San Francisco Bay.

My first gray briefing notebook spelled out the details of the 21-day study visit that would follow our arrival in Japan. In addition to Tokyo tours, lectures, seminars, and meetings, many of which would involve officials from the Ministry of Education, Culture, Science, Sports, and Technology as well as Japanese Fulbright scholars, I would travel to Obihiro City on the Tokachi Plain in Hokkaido, the northernmost and least populated island prefecture (think "state") best known for its capital of Sapporo, annual Snow Festival, and scenic natural features like volcanic mountains, caldera lakes, and forests.

This smaller group of 20 Obihiro teachers was accompanied by both a Japanese speaking guide and interpreter so that we could observe classes in session and communicate with the teaching staffs and students at a variety of schools ranging from the Kushiro campus of the Hokkaido University of Education to elementary, junior high, and high schools. We also inspected a centralized school lunch facility and visited a milk factory and various city cultural sites.

A **journey** of a thousand miles starts under one's **feet**. —Lao Tzu, Chinese philosopher

At Tokachi International Relations Center we hefted a huge calligraphy brush during a hands-on lesson on Shodou (Japanese calligraphy) and were treated to a demonstration of Chadou, the traditional tea ceremony, in the "seifiu-an" or specially designed tea room where we learned how to use the special utensils and make the delicate green tea required for the ceremony. Most significantly, at the end of the week we each obtained a rare glimpse into the daily lives of the Japanese by spending a two night homestay from Friday night through Sunday afternoon with a Japanese host family.

Choosing a selection of comfortable professional clothing that would meet the more formal dress requirements in Japan and survive packing and unpacking into one suitcase without ironing for three weeks during the rainy season in Japan was not an easy task. Designing the necessary FMF follow-on plan of activities to be implemented by each participant within six months after returning to the United States was much less difficult.

The follow-on plan is a vital component of the FMF program and must be aligned to the FMF Program objectives. These are four:

- To increase understanding between the peoples of Japan and the United States of America;
- To enrich first through twelfth grade curricula by presenting teachers with the opportunity to integrate international perspectives and methodologies and relate actual experiences from the FMF program;
- To encourage more Americans to appreciate the people, culture, and educational system of Japan; and
- To expand international professional development opportunities for American primary and secondary educators.

According to Kyoko Jones, FMF program director, the teachers participating in each year's study group are meant to assume the role of educational ambassadors in both Japan and their home states, returning to schools and communities to share what each has learned about the Japanese people, their history and culture, and current national educational reforms underway in Japan.

FMF estimates that each year's 600 participants impact over 35,000 students and adults through their curricular activities and group presentations after their trips.

Alumni teachers of FMF have successfully implemented follow-on plans as complex as establishing a Sister City relationship between the townships of the Noto Peninsula in Japan with Monterey Peninsula cities in California, as was done by Gary Tanaka, one of three previous participants who shared details and tips from his study visit experience during the June group orientation in San Francisco. Gary also arranged a 12-day student exchange that occurred in July, 2001, as twelve American students and two teachers traveled to Nanao, Japan. The Monterey students and their families hosted a reciprocal group of Japanese students who came to stay with them for seven days, both groups enjoying cultural and historic tours and activities representative of their home cities.

Other teachers established less elaborate but stimulating multi-cultural events for their classes, campuses

(see PHILLIPS, page 16)

Electronic Applications for Gifted Students

Globalizing Students' Options

Claire Zaehringer
Michael Sayler

Gifted students are best served when curriculum is carefully planned, allows for acceleration and appropriate enrichment, and the extending of existing learning opportunities (VanTassel-Baska, 1994). They need opportunities to use higher order thinking, problem solving, and be actively engaged in their learning (Renzulli and Reis, 1997; Tomlinson, 1995). Gifted education has been defined in terms of: independent research, real world problems and problem solving, decision-making, and the addressing of multiple intelligences (Davis and Rimm, 1998; Gardner, 1993). One growing way of accomplishing these important but divergent tasks is through the integration of electronic applications into the gifted classroom.

Why are electronic applications useful to teachers of the gifted? Curriculum for the gifted often stresses the development of thinking skills and, according to the *President's Educational Technology Initiative* (USDE, 1997), electronic applications in the classroom should involve high levels of critical thinking. This fortunate connection encourages teachers of the gifted to embrace electronic applications to assist in the development of their students' thinking and research skills.

Many teachers of the gifted have begun to incorporate web browsing and use of presentation software such as *PowerPoint* into their curriculum. While browsers and presentation software are useful, teachers do not fully utilize their functions and they do not exhaust the many possible electronic applications for the curriculum.

Gifted students often do research or projects that require the gathering of information. Unfortunately, gifted students often rely initially and sometimes exclusively on their recollections of facts and information. While the gifted are often excellent repositories of data, the over reliance on what they already know does not facilitate their growth and development as learners.

If pressed or when very interested, the gifted turn to those readily available books and reference materials found in their classrooms, in their homes, or in quick visits to a library. The gifted themselves often express frustration at not finding much new or detailed information on the topics that interest them.

While other students are satisfied, for example, with finding out the gold is mined in countries such as Brazil and French Guiana, a gifted child might get engrossed with the problems associated with gold extraction and the excessive amounts of methylmercury contaminating fish in these countries (Raloff, 2001). The normal classroom, school, community, and home resources may not have any information at all on this aspect of gold mining. If a gifted child does find information on methylmercury pollution, it is often information of a very general nature and not specifically related to the gifted child's research needs or interest. The information they can find seldom reflects the latest scientific research or the depth of detail desired by the gifted.

We can address this problem more completely by using online data gathering techniques and resources.

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A good place to begin is a web search of online resources related to the topic. Several good search engines are available for this purpose. Google [www.google.com] is very fast, searches broadly, and brings up a greater number of active sites than do most engines. It has "safe search" preference settings that allow schools or parents to block explicit sites. Many schools have also added their own Internet filtering systems. Other useful search engines include: AltaVista [http://altavista.digital.com], Excite [www.excite.com] that searches for concepts and not just key words and Magellan [www.mckinley.com].

As our gifted use the web more often, it is useful to consider what kinds of information they might find online. We recommend two kinds of web sites for use by gifted learners: informational web sites and interactive web sites. The informational sites function like the reference books and nonfiction library books students use currently for research. They contain a wealth of new, detailed, and specific information on topics. Most sites found by search engines will be this type. Students, however, must become good evaluators of the quality of the data found though. Anyone can post information to the web, and consequently not all information is accurate or complete.

A good example of an informational site is the Northwest Regional Educational Laboratory [www.nwrel.org/nwedu]. Others include the recently redesigned Global Classroom [http://www.sofweb.vic.edu.au/gc] and the perennially favorite Kidlink [www.kidlink.org]. Reviews by teachers of web sites appropriate for gifted learners are found in the teacher resource area of the University of North Texas' Gifted Education web site [www.coe.unt.edu/gifted]. These sites are organized by content area and grade level.

Another source of information both for students and for teachers are sites created by commercial companies. These sites provide teachers and gifted students information, lesson plans, and ways to do high-level curriculum-internet integration. For example, Hewlett Packard [www.hpineducation.hp.com] provides education ideas for K-12 programs. Microsoft Classroom Network [www.microsoft.com/education/mctn] offers tips for teachers, technology resources, Tech Net for education and many opportunities to enhance higher levels of thinking, problem solving for both the teachers and the gifted students. IBM [http://houns54.clearlake.ibm.com/solutions/education] provides teachers and students educational links, news, events, case studies, etc.

Gifted students will likely find the second type of web site, interactive sites, more interesting and useful. At the interactive sites, students are not passive viewers and readers. Instead, they get involved in research, problem solving, data gathering, and communication. Dr. Judy Harris at the University of Texas has categorized interactive sites (1998) and posts numerous examples online of good sites in each of the three broad categories [http://ccwf.cc.utexas.edu/~jbharris/Virtual-Architecture]. Her categories are: 1) interpersonal exchanges, 2) information collection and analysis, and 3) problem solving.

As gifted teachers and students visit interactive sites, they find many opportunities for high-level learning, exploration, investigation, problem solving, and research. These sites are especially useful for gifted students. Each individual site provides additional links and other avenues for the gifted students to become engaged in special interest projects or individual in-depth studies. A great interactive site for the gifted is the Electronic Emissary Project [http://emissary.ots.utexas.edu/emissary/index.html] where gifted children and teens can find mentors for their hard-to-serve areas of interest.

Once students have gathered additional information electronically or have participated in online data gathering or problem solving, they are ready to share their newly found expertise with others. The fine points of creating traditional gifted products are illustrated well in the work of Karnes and Stevens (2000). They present many products for gifted students along with rubrics for their evaluation. Their book also provides several electronic options for presentations or displays. One presentation option is Microsoft *PowerPoint*. The gifted students can use *PowerPoint* to present gifted projects for activities such as: history fairs, science fairs, clubs, sports, and other gifted presentations related to school activities. Using the technology assistance of *PowerPoint*, these types of presentations enhance classroom involvement, as well as stimulate the gifted students to continue to use thinking skills in their presentations.

(see ZAEHRINGER & SAYLER, page 18)

GIFTED STUDENTS IN THE
GLOBAL COMMUNITY

A Model for Fulfillment

Kathleen Dent
Susan Craig

The self-help section of any bookstore today is usually one of the largest. It seems that everyone has advice on how to be better, faster, richer, slimmer, smarter, and happier. Most of the books have one thing in common; they are written for adults seeking answers. Very few are written for those people just beginning their search for answers—children. As we struggle to teach our children how to use their gifts and talents, why not provide them with a model that will assist them?

In Hamilton, Montana gifted students are learning about five important traits found in highly productive people. In a program called *Take Five: 5 Traits of Competent Kids* students are applying essential traits to help accomplish their personal goals. Through the use of this model, we envision these students *writing* the self-help books of tomorrow rather than wandering the aisles of the bookstores looking for answers.

In the spring of 2000, we attended the Montana AGATE 2000 Conference (Association for Gifted and Talented Education). Here we heard a dynamic keynote presentation by Dr. James Webb.

In Dr. Webb's (2000) presentation "Cultivating Courage, Creativity, and Caring," he reviewed the triad model developed by Joseph Renzulli (1981) that has been helpful in identifying components of giftedness. These components represent clusters of traits, above average ability, creativity, and task commitment. Renzulli used three overlapping circles to represent these traits. According to Renzulli's Three-Ring Conception of Giftedness, a person would be considered gifted when all three clusters of traits are present at the same time to a large degree.

> People seldom improve when they have no other model but themselves to copy after.
>
> —Goldsmith

Above Average Ability

In the school environment it has been common for teachers to identify gifted students as those who scored the 95th+percentile on standardized tests, have straight A's, or have an I.Q. of 130 or higher. Researchers such as Daniel Goleman (1998) are finding that high accomplishment is not necessarily the function of measured intelligence. These test scores can only be used to screen out the students who score in the lower range. Test scores may serve as an indicator of potential and high ability but do not guarantee accomplishment as a student or as an adult. Above average ability students tend to learn quickly and prefer high level thinking activities. Many professionals feel the unique learning style of gifted students presents a challenge to educators. They believe that these students in the upper 3% are daily presented a curriculum designed for the other 97% and that appropriately challenging curriculum for gifted students is missing in many of today's classrooms. (Webb, 2000)

Creativity

Creativity includes divergent and unique thinking and the ability to develop new ideas and approaches to problems. This cluster of traits is more difficult to measure and identification is a subjective process. There are tests that attempt to measure creativity. Teachers observe indications of creativity in students by evaluating sample products and performances. They look for originality in student thinking and problem solving and in the ability to approach projects in an innovative manner. Dr. James Webb (2000) views creativity as more of a process of thinking or approaching tasks rather than a product and believes that by focusing on the process we can help cultivate creativity in individuals.

Task Commitment

This cluster of traits is found in creative and productive people who demonstrate a focused manner of accomplishing tasks. They have ability to chart a course and to follow it to goal completion. Task commitment describes energy directed toward a project or goal. Renzulli (1981) describes this cluster of traits as the Ayeast that activates the manifestation of creative productivity." Researchers often describe this as hard work, dedicated practice and the intense energy gifted people can display in order to produce a desired result.

Dr. Webb proposed that there are two additional clusters of traits that are important when we consider the social and emotional well being and development of gifted students. He added these two circles to Renzulli's triad to form a pentad, five over-lapping circles that include **courage** and **caring**. Dr. Webb believes that courage and caring can be cultivated in our gifted students. He challenges educators to promote these traits in children. (Webb, 2000). He did not suggest these circles serve as an identification model but rather as a framework through which any above average ability person could gain social and emotional insight as well as learn skills needed to reach their potential.

Courage

Courage is needed by highly capable and creative people in order to present their ideas and abilities to society when they know their thoughts, approaches, works of art or performances may be different. Strength is required to stand behind an idea that may go against popular thought. Risks are associated with following a different direction. It is difficult to make decisions that waver from accepted procedure. Renzulli (1999) states that one of the purposes of gifted education "is to increase society's reservoir of persons who will help to solve the problems of contemporary civilization by becoming producers of knowledge and art rather than mere consumers of existing form." Students must learn at an early age to stretch outside of their normal comfort area and risk being different from peers. Students must not deny their most precious gift to society and that is the gift of seeing the world through their own eyes and exploring their own thoughts.

Caring

It is evident that productive and creative works of scientists, artists, philosophers, authors, scholars, engineers and leaders in every area of society provide benefits to all of society. Students can learn social skills and the ability to observe their own behavior and the positive or negative effect it may have on others. These skills start at home, in the classroom, and on the playground. As students mature, they will begin to understand the cause and effect of human behavior and how it can serve society's needs in a positive way. There are people who display traits from all the four circles - above average ability, creativity, task commitment and courage but caring is missing. Dr. Webb uses the example of the computer "hackers" who are destroying business on the Internet and causing chaos worldwide. These people are definitely bright, creative, task committed and courageous but the element of caring is missing in a destructive way. When a person activates all five of these clusters of traits they find themselves in a powerful position to create and offer something unique to society. (Webb, 2000)

(see DENT & CRAIG, page 20)

(from COLLETT, page 1)

improvement. We assume we not only have more material riches than the people of 1000 A. D., we also believe we possess greater spiritual wealth. We accept as the default that we will arrive at a global community in which we all celebrate membership. We package the phrase "global community" in too facile lessons. Perhaps we need to deepen our reflections and those of our gifted children. We might seek to expand our perceptions and theirs regarding this seemingly simple phrase. Global problems and a more interwoven human environment are unarguable realities. However, if we scrutinize the terms "global" and "community" through the lenses of the social studies, we view a more complex landscape. The global world is older than we realize and communities require more than electronic connections.

Dictionaries define the term "global" as worldwide, universal, or planetary. The word implies a connection among all parts and peoples of the earth. Events in one segment of the world produce ripples that eventually lap against the farthest removed shores. Good things, bad things, and, perhaps just things, impact the entire world.

Globalization is actually a centuries-old phenomenon, stretching back half a millennium. Much of its present form and nature derive from that past. Understanding that past enhances our perspective for viewing many issues claiming immediacy and novelty. In 1450, no global society existed; a century later the world had irreversibly entered the global age. At mid-fifteenth century, the world consisted of a set of "island" continents, containing unique species and societies that had developed in splendid isolation for millennia. The earth contained a number of distinct "communities," none of them fully aware of all the others (Crosby, 1986).

The Age of Exploration, initiated largely from Western Europe, brought that world to an end, partly by design and largely by accident. A combination of factors, biological, geographical, cultural, and technological, provided the impetus. A mixture of human arrogance and ignorance fueled the events that unfolded.

If we attempt to attribute the arrival of a global interface to a single event, the best candidate is the expedition of Ferdinand Magellan, launched in 1519, and resulting in the first circumnavigation of the globe. In their journey, Magellan and his crew physically connected all the major segments and societies of the earth, indiscriminately exchanging things both known and unknown, seen and unseen. The fleet of five ships sailed from San Lucar, Spain, down along the coast of Africa, then across the Atlantic to Brazil. They wandered the South American coast, landing capriciously, as Alfred Crosby, described it, "to frolic and exchange strains of venereal disease with the Amerindians"(p. 123). Struggling through the southern straits that bear Magellan's name, the Europeans sailed forth into "the largest body of liquid water in our solar system" (Crosby, p. 123). Through a combination of mariner's skill and raw courage, they managed to cross the Pacific to Guam. Magellan perished in the Philippines, but a remnant of his fleet continued on to the Spice Islands, returning to the "known" world.

On September 8, 1522, the single ship *Victoria* reached Seville, carrying only 18 of the original crew who had departed Spain years before. Their cargo included cloves from the East Indies, a vastly expanded geographic knowledge of the seas, and the seeds of a global system. Behind them, the world began to flow together into a global maelstrom. Disease, guns, cloths, spices, slaves, and a thousand other elements and creatures and humans shifted and moved and collided in patterns that shaped the world down to the present day. Jared Diamond's award winning book, *Guns, Germs, and Steel* (1997) details in eloquent prose how and why the West so definitively shaped the modern world.

For almost five hundred years, we have existed in a global system. Only the rapid increase in the pace of change leads us to imagine it as a new phenomenon. The most striking feature of globalization in this century is the speed and connectivity of information. James Gleick entitled his book *Faster* (1999) to illustrate his examination of "the acceleration of just about everything." Data flows around the globe at a near-instantaneous pace. The world stock markets never close; trading continues along the pulse of different time zones. The words "phone" and "mail" alone are inadequate as descriptions of communication forms; they require prefixes or modifiers for clarification. Daily newspapers provide "old" news.

The Internet serves as the ultimate icon of instantaneous connectivity. Each of us, equipped with a modem and an ISP, can enter an illimitable realm of words, images, ideas, products, and propositions. I can view the streets of London, search for sites on a plethora of minutiae, purchase works in Latin, or simply wander from link to link across a virtual landscape.

Yet, Howard Gardner (1995) reminds us "an increase in quantity of information and an increase in quality of information are not synonymous" (p. 298). In fact, the reverse often proves true. The sheer volume of information flowing around us may only serve to "drown" without enlightening. We may have more difficulty sorting the pearls of truth from all the synthetic baubles offered.

To believe that instant connection will create a greater sense of commonality, of community, is to believe a falsehood. Technology brings us into closer proximity; it does not necessarily better unite us. Even the Internet may serve to separate, individuals pursuing increasingly narrow interests, forming momentary virtual communities, by definition lacking the true form and substance of community.

The idea of one community for the globe is rather impracticable. Global *communities* provide a more apt appellation. We can help students envision a world composed of numerous communities, cognizant of one another and accepting that each community has membership in the collective whole. Just as we must examine what global implies, we must also consider the nature of community.

The word "community" refers to a group of people who have lives together. Previously, it defined people in one locality and subject to the same laws. That may no longer always be true. Whatever its boundaries, however, a community is bonded with common interests and characteristics and, in some sense, the same "locality" and "laws."

The African proverb, "It takes a village to raise a child" has received widespread quotation in recent years. We all understand the basic connotation. A child requires more than parents alone to grow to maturity in a society; others contribute in some form to helping a youth arrive assume his or her place in the world. Yet, in our focus upon the child, we may spend too little time considering the village. The idea of "village" provides an excellent tool with which to focus upon the nature of community.

A village can be defined as any comparatively small community or group of dwellings. A village lies somewhere between a hamlet and a city. Villages, as communities, possess certain characteristics that allow us to consider the nature of community. If we sincerely wish to construct viable "global communities," we must examine how communities are constructed.

I have lived the greater portion of my life and career in small Texas towns, in places that readily deserve the title of villages. My personal standard makes a village a place with a Dairy Queen and lacking a Wal-Mart. Throughout my life, I have directly experienced, in ways both pleasant and unpleasant, the nature of community. In a small town, a village, one has little choice.

I offer the following six characteristics as perhaps no more than my own narrow understanding. Yet, I believe they express realities larger than a small town in West Texas. They can provide a starting point to help teach the ideas of community and suggest directions for constructing ones of quality. They provide us "the chance to do it right."

- A village is organic. Each community may lie within defined limits, along platted streets, and start according to the vision of their founders. Despite all that, a village grows along paths unforeseen and in directions unplanned. Buildings change, shedding old identities, and learning new ones. Just as a great limb of a venerable oak tree elaborates a particular bent assumed when it was a supple twig, components of the village maintain ancient forms. Street still wind along the path of forgotten processions; the road curves around the buried foundation of a house no longer there. If the stream that gives a community life shifts or changes its flow that community must find a new source or perish. Communities are not poured like concrete, once, and then finished. They are more like gardens, requiring constant tending.

- A village develops a degree of unity, somewhat unforeseen, unplanned, and, even grudgingly, accepted. To the passing visitor, small towns display a depressing similarity. Each contains the same narrow set of choices for the wanderer (grown even more similar in today's world of chain businesses). Despite that, even the smallest village bears a name that conveys uniqueness, no matter how significant or specious. Spend a few days there and you find that its people, its history, and its dreams give it individuality. Just because I find a McDonald's on the Champs Elysees does not mean it is no longer Paris. The Dairy Queen in Alpine differs from the one in Anson. That is what community in the singular means. For all the denigration, those "Friday night lights" illuminating a thousand spots across the Texas landscape demonstrate the idea of community. In the stands of a football field you can find all components of the community—rich, poor, believer, unbeliever, dreamer, doubter, and just plain dull—sharing a couple of hours of identity. Communities contain rituals, some solemn, some silly, some meaningless, some deeply meaningful, that provide definition. Though they may appear identical to those of a hundred other communities, they are not. They offer glimpses into that which makes this community a community, its decision to remain separate from other communities.

- Villagers put up with diversity. I grew up in a community only four blocks wide and a dozen blocks long; yet, there were three churches in town. And, on Sunday, some people chose none of those, while others drove to the next town to attend a fourth. We accepted the differences because it was harder not to. Communities may not so much welcome diversity as learn to live with it. Villagers may do this for no better reason than that they *know* people and share at least some measure of identity with all of them. The village idiot and the village bigot are more than types; they are individuals. They have personality. Villagers know the village idiot possesses a generous heart and the bigot enriches the village with his work. Perhaps it is just harder to persecute people we know. And when we do, it becomes far more deadly because it is so terribly personal. That is the horror of civil wars. They are community fights.

- In a village, each person has a higher degree of public identity. Communities are constructed around some force combining a particular set of individuals. In a village, everyone has some role—butcher, baker, and candlestick maker. People know something of their public life and, quite often, a bit of their personal one. Everyone accepts some measure of visibility to live in a village. Anonymity is virtually impossible. Villagers know individuals and the expectations created for them and by them. Public identity helps coerce each of us to live up to them.

- In a village, people take responsibility for one another. I recall several incidents in my youth when one or more persons in the small town I called home took it upon themselves to offer advice, comment upon my actions and suggest how and why I should modify my behavior. Villagers accept the idea they can interfere in the lives of those beyond their family and that others may intercede in their families. They may have to if the village is to survive. Responsibility for others does not always bring satisfaction and comfort. It may carry more of agony and arduousness. Yet, this represents a great strength of villages that raise children. Communities that cannot find successful means by which to take responsibility for others may struggle for survival or deprive their children of certain fundamentals.

- A villager knows people in the cemetery. I first served as a pallbearer at the age of sixteen, carrying a friend who perished in a brutal car wreck. If I walk through the cemetery of the community in which I live today, the stones I read call to mind faces and shared moments, both individual and communal. To know people in the cemetery is to understand that communities have histories that define them. To know people in the cemetery is to understand that communities are constructed around the lives of people in an ever-changing, yet contiguous process. To know people in the cemetery is to accept that one has shared community as a complete experience of joy and grief. To know people in the cemetery is to accept

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> that responsibility has passed from them to you and that authority, power, responsibility, and life are yours to use for a time and not forever.

A community is like a building constructed of adobe bricks. Such a structure requires a combination of natural materials, a considerable amount of time, and a broad and continued investment of human effort. Adobe bricks consist of a simple mixture of sand, clay, water, and straw, a mud known as zoquete. Soaking a circle of sandy clay with water creates an adobe pit. Straw is added to strengthen the bricks, making them less likely to crack. A few people tramping about in the pit mix this basic formula to a desired consistency for bricks of quality.

Taken from the pit, globs of the mix are pressed into a simple wooden frame. Each brick must individually cure in the heat of the sun. The hundreds of bricks needed for the most humble abode require individual construction. A single individual might work alone, but realistic progress requires a concerted group effort.

Construction requires laying bricks in straight lines, binding them with a mortar of adobe. Walls slowly grow as offsetting course are placed one atop another. Individual bricks lose definition, blending into the greater whole. Yet each imparts its individual strength to the frame. Even a handful of poorly constructed bricks in critical spots weaken the entire structure.

Adobe walls create simple homes or enclose presidios and temples. An adobe building provides protection and insulation better than more expensive synthetic materials. Its stout thick walls hold warmth in winter and turn it away in summer. Like all human structures, adobe erodes under the constant assaults of weather and time. Unlike more brittle rock or stone, however, as it weathers, the adobe blends together, becoming more uniform, more a single thing. And, if cared for with continual upkeep, an adobe structure can last for hundreds of years. As we and the gifted children we encounter each day continue our fervid trek into the Twenty-First Century, we might improve our potential for constructing global communities by applying the simple lessons learned in villages built with bricks of mud and straw.

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James Collett, a native West Texan, serves as Curriculum Director, Gifted and Talented Coordinator, and Technology Coordinator for McCamey ISD. Jim is the President-Elect for TAGT.

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(from PHILLIPS, page 7)

and communities in the semesters following their visits. Marlene Krause, health and physical education teacher in Akron, Iowa, used Japanese play activities, games, and dances in her PE classes, integrating counting using Japanese numbers and greetings into warm-up and sports activities.

Sue Bonnin, Fine Arts Coordinator for the Fresno, California, school district, focused her trip plan on her personal studies in Japanese fiber arts and dolls, and Gayle Pinkston developed many on-going exchanges between Japan and her home and school in San Diego based on her interest in textiles and weaving.

Mary Louise McCannell, a literary specialist from Hartland, Maine, developed a six to eight week unit on Japan for her second grade class that included a "touch table museum" containing toys, money, dishes and other items from her trip; planned independent, guided, and shared reading of both fiction and nonfiction; and initiated a penpal project with a second grade class from her school visit to Shiraiwa Elementary School in Sagae City, Japan. This unit was used by Ms. McCannell's colleagues in grades K-8 at her campus and eventually developed into a three-credit teacher recertification course offered through the American Institute for Creative Education (AICE) in Augusta, Maine.

Brant Gaskill, an October, 2000, participant, used his personal experiences in Japanese schools and with PTA members he met there to develop a unit for his Rohnert Park, California, World History classes. In his plan summary, Gaskill commented on one of his strongest impressions during the study visit:

> "A big difference we all noticed is the role of the teachers in (Japanese) society. While most people, men and women are addressed by their last name, with the respectful 'san' at the end, teachers are the only group to have their own honorific. You are called by your name, followed by the respectful 'sensei'. ...In Japan, when I told people I was a teacher, they bowed deeply (usually reserved for elders and people in senior positions)...Every class begins with the students asking the teacher--"Please teach us!"

Similiar to these follow-on plan examples, mine features integrated units for both my environmental studies and gifted enrichment classes focusing on the geography, people, and culture of Japan that I am implementing throughout the academic year. Particular emphasis is being placed on earth science due to Japan's physical relationship to other Asian countries and its position on the western Pacific "Ring of Fire". Oceanography is covered by researching the bodies of water that surround Japan and affect both its climate and economy as well as its history.

Learning about the prefecture of Hokkaido and its bioregions, extending from mountain ranges to marshland to plains and seacoast, is also part of the detailed cultural research students are pursuing. Hokkaido contains more national parks than any other part of Japan along with unique flora and fauna such as the tancho or red-crowned crane which is regarded in Japanese tradition as a symbol of happiness and long life.

Hokkaido's history includes that of an indigenous people, the Ainu, who inhabited the island long before it was repopulated in the late 1800's. At the time the Meiji government decided to officially settle the long neglected area, encouraging Japanese from the more heavily populated Southern islands to immigrate northward, giving Hokkaido its reputation as a land of immigrants and pioneers. Today the Tochaki plain, where my host city of Obihiro is located, serves as the premiere agricultural producing area of Japan, well known for its crops of beans, corn, potatoes and sugar beets along with beef and dairy products.

As classroom resources I am using a wide variety of artifacts and other materials collected throughout my visit. These include children's traditional and modern clothing, toys, coins, puzzle maps of both the country and the Shinkasen (bullet train), wooden blocks with both English words and Kanji characters, miniature sushi and a child size bento lunchbox along with Japanese coloring and workbooks, musical compact disks, audiotapes, and over 800 digital photos featuring the people and places visited throughout my stays on both the islands of Honshu and Hokkaido. These are priceless educational materials that can't be found in any school supply catalog.

Just as importantly as in my classroom lessons, I want to communicate my impressions and reflections about my study visit to members of the Waco community and educational colleagues throughout the state. Japanese education is undergoing its strongest educational reform since its reorganization after World War II when it adopted an educational system primarily based on the American model. Just before our visit in late June, Prime Minister Junichiro Koizumi issued another series of seven items of national reform designed to stimulate the Japanese economy and resolve problems affecting the country since the mid-1990's.

"You have come to Japan at a very appropriate time", said Tsutomu Kimura, President of the National Institution for Academic Degrees, in his keynote speech on Education Reform in Japan to the FMF audience. Although Japan has a zero percent illiteracy rate, the government is not satisfied with the present educational system because it perceives that while Japanese children have large amounts of knowledge, they lack "the ability to learn and think by themselves" and "an ability to apply this knowledge". These problems are rooted in the excessive focus on competitive entrance exams for both upper secondary schools and universities and affect every aspect of public and private education in Japan, even down to preschool and kindergarten levels.

As chairman of the Cenetral Council on Education Second Sub-committee, Kimura went on to present the characteristics of the Japanese educational system, its structure and purposes, a variety of national testing results, and proposed solutions to current problems, solutions unique to the traditional Japanese educational structure. During my presentation at TAGT's annual conference in San Antonio I will be outlining the present Japanese educational structure in more detail along with its proposed reforms, comparing and contrasting them to the direction that national educational reform is taking here in the United States.

In addition, I will be sharing a variety of ways that I have "gone global" with my own gifted and talented students through their involvement in a number of national and international real-life science and cultural studies projects, projects that have linked them to students across the country and around the world.

Shunji Yanai, the current Ambassador of Japan to the United States, sent a letter of congratulations in early June to all FMF participants, welcoming us to the FMF Teacher Program. In it he wrote:

> The 21st century has been widely regarded as the Century of Education. At a time when both of our countries are desperately trying to improve their own educational systems, we naturally look toward other countries for new educational ideas. The Teacher Program of the FMF provides the best venue I know to allow the cross fertilization of educational approaches between our countries for our own mutual enrichment.

Spending three weeks this past summer in Japan has influenced and changed both my professional and personal lives beyond my expectations. Join me to learn how you too can become part of this international exchange and experience an ed-venture of a lifetime.

Mary Nied Phillip, Ed.D., teaches in the Waco ISD. She is also on the faculty of Baylor University's summer program for gifted students where she teaches enrichment courses in archeology, paleontology, and applied science. Her articles on student hands-on science inquiry appear in the Texas Nature Tracker *and quarterly newsletter of the Texas Association of Environmental Education as well as other national journals.*

(from ZAEHRINGER & SAYLER, page 9)

Students often need images for their presentations. While some are available at school or can be created with digital cameras, there are helpful search engines specifically designed to look for pictures and images. The American Memory project of the Library of Congress [http://memory.loc.gov/ammem/mdbquery.html] is an excellent source of images as is the Smithsonian's Photos Online [http://photo2.si.edu]. NOAA [www.photolib.noaa.gov] provides excellent images of the natural world while NASA [www.nasa.gov/gallery/photo] provides images of things off the earth.

Ditto [http://64.37.227.49default.asp] is a great general source of images and has the advantage of human editorial review that evaluates pictures for their quality and non-objectionable content. Alta Vista also allows searching for images, but their "Family Filter" should be turned on and locked with a password before using this engine.

To further expand their students' product possibilities, teachers can add even more electronic opportunities. Other electronic products include: classroom computers, specialized software, Internet access, digital cameras, VCR, DVD, camcorders, and many other electronic devices.

In addition to web sites, teachers can use specialized software such as: *Sim Town, Sim Tower, Sim Park,* and *Roller Coaster Tycoon.* In these electronic software products, gifted student merge their products into the curriculum. Gifted projects, based on the utilization of electronic software products, provide access to real world type problems, problem solving, decision-making, and higher levels of thinking for gifted students. A limitation of these products is that some gifted students need more time to complete projects due to the complexity of the computer programs that lead to more in-depth problem solving.

Gifted students integrate their ideas with the curriculum being studied using these software programs. Their objective is to find a "real world problem" or application of the content being studied and use the software to solve the problem and to present their results to others. The students define their problem, solve the problem, make decisions, create appropriate and content-informed products and displays. They include accompanying written reports that explain their solution to these real world problems. A few examples we have done are:" Creating a Model Town" using *Sim Town,* "Designing a Useful City Highrise", using *Sim Tower*, and "Safety in Parks" using *Sim Park.* The software package *Roller Coaster Tycoon* was used as students contemplated, designed, tested, and constructed a roller coaster and related presentation materials.

Another electronic option, for gifted classrooms, is Cable in the Classroom [www.ciconline.org]. Cable in the Classroom is a public-service initiative of the cable television industry. According to the companion magazine, Cable in the Classroom, provides schools with free basic cable service and more than 540 hours of commercial-free educational television programming each month (Race, 1998). This magazine suggests ways to merge the cable video content with teacher's curriculum. In addition to the live programs, a teacher may record programs for later use. In this way, teachers can merge selective segments with their gifted curriculum and special projects by the gifted. Programming is available in English/language arts, foreign language, history, mathematics, science, social studies, and educational technology. There are also "courses" for teachers to improve the integration of these programs into their curriculum.

Digital cameras and scanners are two more useful electronic products for the gifted education classroom. Many teachers use these devices to assist in the development of web pages, reports, *PowerPoint* presentations, and other projects that have visual images. They provide an excellent way for students to present and demonstrate projects in the classrooms. Teachers and students can use numerous web sites for both training and application ideas in using of digital cameras in the classroom [e.g.: http://members.ozemail.com.au/~cumulus/digcam.htm www.dcresource.com and www.pluginsystems.com/html/index.html]

Classroom utilization of electronic resources such as computers, internet access, online interactions, search engines, application software, VCR's, cable television, scanners, and digital cameras enhance the classroom experience for gifted students. The connection of electronic applications and gifted content foster the cognitive development of the gifted in the areas of problem solving, decision-making, and the addressing of real world problems within the curriculum. Technology provides cognitively complex and stimulating opportunities for gifted learners and even the youngest gifted children show significant growth in their performance using electronic applications (Zaehringer, 2000).

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Michael Sayler, Ph.D. designs and teaches Graduate Internet gifted education courses at the University of North Texas in the College of Education, Department of Technology and Cognition.

Claire Zaehringer, Ph.D. currently works part-time with Graduate Internet gifted education courses at the University of North Texas, Department of Technology and Cognition.

[1] www.coe.unt.edu/gifted/links/ contains all of the hot links found in this article

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(from SHAKLEE, page 5)

Beverly Shaklee is Professor and Elementary Coordinator at George Washington University. She has served as Professor at Kent State University, elementary classroom teacher and teacher of gifted children during her career. Her research interests include young gifted children, most particularly children from underserved populations, teacher development and portfolio assessment. Her publications include articles in Gifted Child Quarterly, Journal for the Education of the Gifted *and* Roeper Review *among others. Her co-authored book,* Designing and Using Portfolios, *is available in English and Spanish with an upcoming release in Japanese.*

(from DENT & CRAIG, page 11)

Program Description

Initially, in order to address social and emotional needs of identified gifted students, we worked as a team, gifted coordinator and school counselor, to facilitate small groups for fifth and sixth grade students. Our gifted program serves gifted students in kindergarten through eighth grade. The students responded well to our initial attempts at listening to their concerns and offering some techniques to counter stresses that go along with being a highly capable student. However, we weren't satisfied and felt our methods could be improved. We didn't have a consistent model, just a potpourri of activities that students may or may not take with them. In researching programs, there didn't seem to be anything available to help us set up a group.

The pentad proposed by Dr. Webb provided a framework, based in solid research, to introduce these traits to students. Consequently, we used this model to develop a program for gifted students in grades 5-8. The lessons plans for the program are compiled in a book *Take Five: Five Traits of Competent Kids*. The lessons utilize interactive activities and discussion. They encourage students to use the five-trait model to complete projects like science fair experiments, book reports, and social studies activities. Students set personal goals and reflect on their progress in the five areas on a yearly basis.

Small Groups for Gifted Students

We have found that a small group format is powerfully effective when working with gifted students. It allows students to feel understood by their peers as well as the group leaders. Feelings of anxiety and alienation can be reduced and a sense of belonging bonds the students as they learn together about their unique learning styles and abilities. *Take Five's* lessons are structured around the theme of students realizing their potential by exercising the five traits. The lessons build a sense of trust among the members. Each week students learn about a different trait in a 45-minute group meeting. The nine group meetings adapt well to our school year division into four 9-week periods.

Guest Speakers

One of the most powerful components of the program allows students to connect with adults who are productive, positive members of society. We invite a person to talk with the students about how the five traits have been important in providing a model helpful in reaching their goals. When we invite the guest speaker we provide them with information about the traits and encourage them to address these themes in their presentation.

One of our speakers is an internationally known scientist who is retired in our community. He shares with the students the courage it took for him to make decisions in his career that were troublesome and uncertain. He described the task commitment needed to complete important projects. The five traits were important attributes that aided his discovery of the bacterium that causes Lyme disease.

Another speaker is a local artist and historian. The students visit his home where he shares his collection of artifacts and explains the painstaking way he prepared to reenact Custer's last stand so that he could paint the scenes with as much authenticity as possible. His message is that each student has a responsibility to contribute to the world in a positive way. His examples of task commitment through his life are inspiring. All communities have excellent examples of people who have above average ability, task commitment, creativity, courage, and caring. These model citizens should share their life experience with our most capable students.

Parent Involvement

During the final two sessions, students are encouraged to evaluate themselves in each of the five areas and write personal goals. The closing group meeting is held during a brown bag lunch in which the parents are invited to join the students. Students end by sharing their goals with their parents.

A Model for Fulfillment

> "They (five traits) could help me with where I want to go, what I want to do, and how I'm going to get there. I think everybody should know about the 5 circles. It could help me in the future and help me understand my past."
>
> —Noah (Grade 5)

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As gifted students begin their search for knowledge in schools, we must also provide a model that enables them to use their academic abilities to the fullest. The goal for *Take Five* is to introduce these five circles to high ability students so they may begin to view themselves in a holistic manner. Students evaluate their strengths and weaknesses and gain direction in skill building and self-analysis. Self-evaluation and goal setting activities enable them to begin the journey of self-understanding.

The activities encourage students to be courageous and caring and to identify personal roadblocks when attempting to complete a task. Students are allowed to express themselves in an atmosphere of fellowship with other students that are seeing the world in a different way. And, most importantly, *Take Five* instills pride in each student's individual abilities and challenges them to participate in the world in a caring manner. Gifted students are encouraged to make their unique contribution to our world and to share a view of the future with optimism and hope using the model presented in the program. No matter what our students do in the future, whether it is writing self-help books, holding a political office, or teaching in a classroom, this five-trait model gives them skills to become successful and fulfilled adults.

Kathleen Dent and Susan Craig are employed by the Hamilton School District in Hamilton, Montana. Kathleen is the gifted coordinator and Susan is the school counselor. Working as a team they present a holistic model to identified gifted students in a small group format. In their book Take Five: 5 Traits of Competent Kids *they provide the complete lesson plans and student worksheets to implement the program. Using an adapted version of this model they present these concepts to students in a regular classroom.*

GIFTED STUDENTS IN THE GLOBAL COMMUNITY

(from GOREE, page 2)

Amidst other phenomenon, the emergence of technology and the development of the multicultural community set the stage for schools to amend the focus of curriculum to which they expose students in an effort to address the challenges of our world today. No longer do we have the luxury of simply teaching facts and holding fast to content of which we feel ownership. If we sincerely desire to prepare children for the world in which they will need to successfully live and contribute, we must broaden the scope of educational offerings and expectations.

So, what should the learning experiences we offer youngsters include and to what must we pay attention in determining how the limited and valuable time of these children be spent . . .both at home and in the classroom?

First, the future will no doubt require that successful members of society be able to address and solve problems — not only problems in the immediate community, but more specifically global issues and problems. Only by understanding the need to communicate effectively, viewing issues from various perspectives, and recognizing and appreciating individual differences will gifted students develop the skills and insight necessary for them to realize their full potential in the global community.

Second, recognizing the fact that gifted children tend to exhibit a heightened sense of awareness and concern, we must acknowledge the need to facilitate an understanding of the complexity of our world in the context of social consciousness, interdependent existence, and concern for the common good. To accomplish this goal, children need to be taught the tools for becoming meaningfully involved as contributors to society, thus experiencing commitment through involvement.

Finally, and perhaps most importantly, we have to help gifted children discover in themselves the potential to enjoy life, feel capable, and experience inner feelings of strength, satisfaction, and fulfillment. By doing so, we will help enable them to face transition with the stamina, wit, and moral courage described by the authors of *Common Fire* as necessary to meet "adaptive challenges" - challenges that require new learning - constructively and with a commitment to the common good.

Dales, Keen, Keen and Parks conclude their book by stating,

> "The way ahead is vexed by unprecedented conditions and enormous ambiguity. The promise of our future lies in paying attention to the wonderful and terrible Mystery in which we all participate, which gives rise to the passion and compassion that kindle the common fire of commitment."

This statement clearly communicates the idea that we, as parents and educators of gifted students, must accept the challenge of helping to prepare the bright youth in our world to successfully function in the global community of the twenty-first century. I hope that you will join us at the TAGT 24th Annual Professional Development Conference for Educators and Parents in San Antonio, December 5 - 8, as we explore ways that we might effectively address the issues that are so critical to the lifelong success, contributions, and self-fulfillment of gifted children.

Resources

Daloz, Laurent A. Parks, Cheryl H. Keen, James P. Keen, and Sharon Daloz Parks (1996). *Common Fire: Lives of Commitment in a Complex World.* Boston, MA: Beacon Press.

What the Research Says about Gifted Students in the Global Community

Susan K. Johnsen

How isolated are gifted students from life around them? How do gifted students view the future and their place in the global community? With technological advances and increases in telecommunications, are gifted students more sensitive to international issues? Research in the 1970s suggested that gifted children were very pessimistic about the future. Torrance argued that future problem solving might provide a way for them to rehearse future alternatives and provide a means for developing more optimistic views. He offered these reasons for studying the future:

1. Change occurs rapidly and children must rehearse future alternatives in order to respond constructively to change.
2. Choices made today may influence the future.
3. Students must think about the future or they may not have one.

> From the standpoint of the child, the great waste in the school comes from his inability to utilize the experience he gets outside of school in any complete and free way within the school itself; while, on the other hand, he is unable to apply in daily life what he is learning at school. That is the isolation of the school—its isolation from life.
>
> —John Dewey (1902). *The school in society.* London: University of Chicago.

Given this future orientation to solving global problems, professionals identified one of the major goals of a differentiated education as developing the gifted students, abilities "in order to realize their contribution to self and society" (Marland Report, 1971, p. 2). Two recent reports, Third International Mathematics and Science Study and the National Excellence Report, suggest that global issues or, in these cases, global competition is still an issue of national interest.

Articles published in *Gifted Child Quarterly, Journal for the Education of the Gifted, Gifted International, Journal for Secondary Gifted Education,* and *Roeper Review* during the past ten years were examined (1991-2001). Since only five articles had an empirical base, articles that addressed global issues, futuristic themes, and service learning were included. Using these general criteria, 19 articles were identified. These articles addressed four basic questions: What do gifted and talented students think about the future? What should be included in a curriculum? How should this curriculum be taught? What effects does the curriculum have on gifted and talented students? George and Sheft (1998) identified ways that gifted and talented students think about the future. They compared ten to eleven year old children's thoughts with an earlier study. Unfortunately, they found that these gifted children were significantly more pessimistic about the future than students in the 1970s and offered even fewer solutions.

Five articles focused on the content of a curriculum that addresses issues that are important within a global community. Van Tassel-Baska (1997) recommended that excellence should be promoted throughout the community, schools, and within families to develop the habits of mind that foster world class performance. On the other hand, Piirto (1999) suggested that curriculum might be viewed through a postmodern perspective— "real" knowledge should be questioned. For example, gifted students need to critique US history and policy from different perspectives by reading editorials in the foreign press. Weil (1993) also emphasized the importance of learning about the perspectives of others by considering the strengths and weaknesses of opposing cultural and political viewpoints. Annemarie Roeper, in her series of articles regarding global awareness, suggested that each student needed to develop a new perspective — "an attitude, a mind set, a way of seeing as an integral part of every aspect of the world" (1992, p. 52) and to develop interdependent approaches to solving problems (Roeper, 1991, 1993). Such a curriculum might be labeled a curriculum of conscience —one that is highly moral and character building (Cooper, 1998). Similarly, Sternberg (2000) encouraged teachers to "teach for wisdom" so students might lead happier, more productive lives, and understand the importance of caring for others and of collective responsibility. He concluded, "With a world in turmoil, we need to turn our attention to the identification and development of giftedness in wisdom" (Sternberg, p. 258).

Almost one half of the articles offered advice on methods for teaching a curriculum that broadens the perspectives of gifted and talented students. For the most part, the authors agreed that curriculum is best taught using a problem-centered or issue-based approach (Whaley, 1993). In this way, students learn how the past and present conditions might impact future events (Dooley, 1997). Problems might focus on issues that require "wise" thinking and use criteria such as the "common good" for solutions (Sternberg, 2000). Students might be taught to examine important societal and international issues using the International Baccalaureate Program (Poelzer & Feldhusen, 1997; Tookey, 1999/2000), problem-based learning (Stepien, Gallagher, & Workman, 1993), a future problem solving approach (George & Sheft, 1998), community action projects (Terry, 2000), dialectical thinking (Sternberg, 2000), and Paideia seminars (George & Sheft, 1998). Students might also experience the world through travel (Limburg-Weber, 1999/2000).

Only five articles focused on the effects of the curriculum. The future problem solving program appears to influence students, ability to solve problems and identify more global issues such as war and peace, science and technology, and the environment (Frasier, Lee, Winstead, 1997; Tallent-Runnels & Yarborough, 1992). Problem-based learning also appeared to increase students' ability to problem find, to substantiate their emotional positions with reason, and to have a greater appreciation for the nuances of "real-world problem solving" (Stepien, Gallagher, & Workman, 1993). Using Community Action Projects with students, Terry (2000) found that they learned a method for involving themselves in service learning, developed a positive attitude, learned how to work with people, became more committed, and felt empowered. Limburg-Weber (1999/2000) found that students who travel to other countries appeared to broaden their perspectives and become more interested in politics, international affairs and the rest of the world.

George and Scheft (1998) concluded that if the world looks to gifted and talented children to "preserve future world peace" and "hold future public office" (p. 235), then as educators we must address the development of their social consciousness and their responsibilities to the world society.

Cooper, C. R. (1998). ***For the good of humankind: Matching the budding talent with a curriculum of conscience.*** **Gifted Child Quarterly, 42, 238-244.**
This article examined the types of curriculum that challenge gifted and talented students to make the world a better place. Along with the need for differentiation, the author contends that a curriculum needs to be highly moral and character building —a "curriculum of conscience." Current events can act as stimuli such as the Oklahoma City bombing, the homeless, displacements from natural disasters and AIDS. Given that many gifted students are empathic, caring, and concerned about others, welfare, they are interested in being involved in projects that help others
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Dooley, C. (1997). ***Problem-centered learning experiences: Exploring past, present and future perspectives.*** **Roeper Review, 19, 192-195** This article describes a five-stage instructional model that uses an ill-structured problem to help students discover the history of a problem, to explore its present conditions, to predict future conditions, to develop solutions for the problem, and to develop a product. Specific strategies that create problem-centered learning include asking provocative questions, highlighting a paradox, exploring a unit from a different perspective, and focusing on incomplete information. The author concludes "problem-centered learning experiences provide opportunities for students to understand the impact of past and present conditions on future events" (p.195).

Frasier, M. M., Lee, J., & Winstead, S. (1997). ***Is the future problem solving program accomplishing its goals?*** **The Journal for Secondary Gifted Education, 8, 157-163.** Surveys were administered to 205 students and 32 teacher-coaches who were involved in the 1995 Georgia FPSP state bowl. The authors found that students and teachers felt that the program was accomplishing its goals, that teachers were more positive than students were, and that junior division students were more positive than middle or senior division students. The authors conclude that FPSP engages children in constructive studies of the future that helps them make a difference in solving problems. They also believed that attitudes may be affected by the integration of FPSP into the curriculum, which occurs at the elementary level but not at the secondary level.

George, P. A., & Scheft, T. (1998). ***Children's thoughts about the future: Comparing gifted and nongifted students after 20 years.*** **Journal for the Education of the Gifted, 21, 224-239.** The purpose of this study was to compare children's thoughts about the future with an earlier study conducted by George and Gallagher, to identify current concerns, and to explore the degree to which gifted children are more solutions oriented. A matched sample of 101 students, ages 10-12, from the same school district were administered three writing tasks. The authors found that gifted children are significantly more pessimistic than optimistic about the future. They have increased concerns about the likelihood of war and the quality of the government. They also saw fewer solutions than the previous sample. On the other hand, they are more optimistic about school. The authors suggest that these perceptions may be influenced by negative media messages and negative parental perceptions. They conclude that schools may want to provide more curriculum that incorporates programs like Future Problem Solving and Paideia seminars.

Limburg-Weber, L. (1999/2000). ***Send them packing: Study abroad as an option for gifted students.*** **The Journal of Secondary Gifted Education, 11, 43-51.** The Council on Standards for International Educational Travel estimates that over 80,000 secondary students from 118 different countries study abroad. This article examines the possible benefits and practical issues related to this experience. Students appear to benefit by being more aware of the world, improving their foreign language, and broadening their perspectives on families, schools, and communities. As one student reflected, "I became much more interested in politics, international affairs, and the rest of the world" (p.45). The author provides practical information to students and their parents who may be considering study abroad programs.

Piirto, J. (1999). ***Implications of postmodern curriculum theory for the education of the talented.*** **Journal for the Education of the Gifted, 22, 324-353.** This article examines curriculum for gifted and talented students from a postmodern perspective. Piirto examines four themes and five related issues that might be considered in selecting and developing curriculum models. First is the theme of "presence," the criticism of the idea that anything really exists. In this case, what is the "real" knowledge and curriculum that is taught to gifted and talented students ("issues of discourse")? Second, is the theme of "origin," the foundation of teaching ("issues of the body"). Third is the theme of "unity," that one may be many. This theme examines "issues of the canon," what are the basics? Are bright students taught to critique history?" The fourth theme is the "denial of transcendence" and addresses the "issues of power and class." Piirto points out that bright U. S. students may not be viewing U.S. policy from different perspectives and may need to read editorials in the foreign press. Her final issue, "constitutive otherness," addresses the challenge of creating an order that "respectfully includes people, whatever race they turn out to be, who are average or below average in intelligence (Kaplan & Kaplan, 1997, p.427). She concludes by suggesting that educators examine the curriculum innovations in the field of gifted and talented education and engage in "understanding what they are doing, why they are doing it, and whether they should continue to do it" (p. 347).

Poelzer, G. H., & Feldhusen, J. F. (1997). ***The international baccalaureate: A program for gifted secondary students.*** **Roeper Review, 19, 168-171.** The authors provide a history of the IB Program from its inception in Europe to its initiation in North America. The IB diploma provides high academic standards that are recognized throughout the world. The curriculum emphasizes the "whole man" and has both breadth and depth. One of the IB examiners has found that students focus on theme-based problems that are "significant to themselves and to the social or cultural context" (p. 171).

Roeper, A. (1993). ***Education towards self-actualization and interdependence.*** **Roeper Review, 15, 246-247.** In teaching students to address world issues such as ecology and humanism, education must assume the role as an agent of fundamental change, an instrument for creating a livable world. Instead of operating within bureaucratic systems, schools need to create a community based on a system of participatory democracy.

Roeper, A. (1992). ***Global awareness and the young child.*** **Roeper Review, 15, 52-53.** Annemarie Roeper describes "global awareness" as "an attitude, a mind set, a way of seeing ourselves as an integral part of every aspect of the world" (p. 52). Since Roeper views a competitive world as isolating, she suggests that young children learn the importance of interdependence and learning in communities, focusing on the qualitative differences among people to encourage communication and cooperation.

Roeper, A. (1991). ***The global perspective.*** **Roeper Review, 13, 225-226.** This editorial focfiuses on global challenges and the need for educators "to encourage the gifted to use their special ability to develop interdependent approaches to new inventions and to problem solving" (p. 226).

Stepien, W. J., Gallagher, S. A., & Workman, D. (1993). ***Problem- based learning for traditional and interdisciplinary classrooms*****. Journal for the Education of the Gifted, 16, 338-357.** This study compared two different applications of problem-based learning at the Illinois Mathematics and Science Academy. One application is an interdisciplinary senior elective course entitled Science, Society and the Future; the other is a more traditional sophomore required course on American Studies. In the former case, the students are presented with modern dilemmas resulting in advances in science and technology ("Possible Health Effects of Extremely Low Frequency Radiation," "Biomedical Issues in Life, Death, and Personhood," and "Designing Health Care Systems for the 21st Century"). The more traditional course allows students to experience the decision making behind historical problems that stimulated the development of the United States. The researchers found that students increased their ability to problem find, to substantiate their emotional positions with reason, and to have a greater appreciation for the nuances of "real-world problem solving."

Sternberg, R. J. (2000). ***Wisdom as a form of giftedness.*** **Gifted Child Quarterly, 44, 252-260.** This article describes a kind of giftedness—wisdom. Sternberg describes the nature of wisdom, the balance theory of wisdom, processes underlying wisdom, the role of values, sources of individual and developmental differences in wisdom, problems used in measuring wisdom, and the development of wisdom. Wisdom is based on tacit knowledge, that knowledge acquired through experience rather than formal schooling and is needed "to balance the effects of one's ideas on others and on institutions—both in the short and the long terms" (p. 253). Sternberg suggests that education's goal primarily focuses on students, success rather than the "routes to satisfaction." One route is for teachers to "teach for wisdom" so students lead happier, more productive lives, and understand the importance of caring for others and of collective responsibility. He recommends eight methods for its development in the school setting: (1) teachers use problems that require wise thinking; (2) students use "common good" as a criterion for solutions; (3) students learn to balance their own interest, the interests of others, and the interests of institutions in the solution to problems; (4) teachers provide examples of wise thinking from the past; (5) teachers model wisdom for their students; (6) teachers engage students in dialectical thinking—using perspectives that might vary based on time, place, and person; (7) teachers value wise information processing and solutions; and (8) students and teachers generalize into action what they learn in the classroom.

Tallent-Runnels, M. K., & Yarborough, D. W. (1992). ***Effects of the future problem solving program on children's concerns about the future.*** **Gifted Child Quarterly, 36, 190-194.** Questionnaires were administered to 139 students in grades 4-6 who participated in the Future Problem Solving Program. These gifted children identified more global issues (e.g., war and peace, science and technology, and the environment) than the average-ability children whose primary concerns were categorized as more personal. Gifted students who participated in the future problem-solving program reported their perceptions of having more control over the future than their gifted or average-ability, nonparticipating peers.

Terry, A. W. (2000). ***An early glimpse: Service learning from an adolescent perspective.*** **The Journal of Secondary Gifted Education, 11, 115-135** The purpose of this study was to examine the effects of service learning on three students who participated in Community Action Projects. The projects related to restoration of historical buildings and the development of a solid waste management plan. The author identified five themes from their case studies. First, they learned a method for involving themselves in service learning. Next, they learned that a positive attitude was important. Third, they learned how to work with people and cooperation. Fourth, they learned commitment through engagement in the community. Finally, they became empowered— "kids can make a difference!"

Tookey, M. E. (1999/2000). ***The international baccalaureate.*** **The Journal of Secondary Gifted Education, 11, 52-66.** The author discussed how the features of the International Baccalaureate program creates a school climate and culture that nurtures excellence, establishes a task-orientation, values diversity, challenges the whole student, provides opportunities for individual work, and develops motivation. The IB subject areas emphasize a "different way of knowing, a different way of viewing and acting in the world, and different skills" (p. 53). It includes these features: breadth, depth, direct experience and action, reflection, international aspects, and a criterion-referenced assessment system. Internationally, the curriculum for each subject is developed by a committee composed of representatives from various countries and educational systems and reflects international concerns. The diploma is a credential for admission to universities all over the world.

Van Tassel-Baska, J. (1997). ***Excellence as a standard for all education.*** **Roeper Review, 20, 9-12.** Excellence is examined from "the viewpoint of the individual habits of mind that foster it, the role of the culture in promoting it, the relationship to technical mastery versus world class performance, and the controversial relationship to equity" (p. 9). She provides suggestions for promoting excellence in the community, schooling and parenting.

Weil, D. (1993). ***Towards a critical multicultural literacy: Advancing an education for liberation.*** **Roeper Review, 15, 211-217.** Weil suggests that students need to learn how to think fair-mindedly and critically to be able to live in a complex world. He suggests that the curriculum should include learning about the perspectives of others, considering the strengths and weaknesses of opposing cultural and political view points, overcoming egocentric tendencies, and self examination. A critical multicultural literacy curriculum incorporates relevant problem-posing activities that address the diversity of the reality of everyday life and are based on three tenets: educational equity, reduction of prejudice, and reasoning multiculturally. This type of curriculum will support "a philosophy of cvritical literacy [that] will advance personal and social freedom" (p. 217).

Whaley, C. (1993). ***Using conceptual frameworks and issue-based curriculum to help the gifted better understand their world.*** **Gifted International, 7(2), 75-82.** Given the information age, the author identifies concepts and issues that might lead to a better understanding of "how the world works." The concepts that provide a framework of "lasting importance" are systems, interdependence, change, conflict, communication, culture, population, human dignity, technology, and environment. The issues include values (What do we believe in?), quality/quantity (Is more better?), equity (What is fair?), power/credibility (Who holds power and to what ends?), institutional crisis (Can institutions formed in one epoch function in others?), loss of guiding image (Do our youngsters have positive, or any, image of "self-in-the-future?"), domination ethic (Will the human drives to dominate destroy us?), the have vs. have not (Is this the Pandora's Box of the future?), and the widening knowledge gap (Could differences feed an Orwellian technocracy?). He suggests that these concepts and issues form framework for an issue-based curriculum.

Wolfgang, A. (1991). ***Intercultural training of teachers and counsellors for the year 2000.*** **Gifted International, 7(1), 33-36.** The author recommends that teachers take a global outlook and adapt a futuristic approach because of changing demographics, particularly increasing immigration. Teachers should learn about the differences and similarities across cultures from the students and their parents. Nonverbal, cultural, and universal fluencies that affect intercultural communication and academic learning need to be understood by the classroom teacher.

Susan Johnsen is Associate Dean of Scholarship and Professional Development at Baylor University. Editor of Gifted Child Today, *she was the principal investigator of Project Mustard Seed. She is author of four tests that are used in identifying gifted students: Test of Nonverbal Intelligence (TONI-2), Screening Assessment for Gifted Students (SAGES), Screening Assessment for Gifted Students—Primary Version (SAGES-P), and Test of Mathematical Abilities for Gifted Students. She is a past President of the Texas Association for the Gifted and Talented.*

(from BATSON, page 3)

business leaders do not understand the gifted, how can TAGT or anyone build a compelling case for services to these children? A mystery generally does not sway elected officials and policymakers to write laws, adopt policies, appropriate funds, hire qualified teachers, design schedules, develop curriculum, provide counseling, and, most importantly, address all the areas required to meet social, emotional, and intellectual needs of gifted children. TAGT set out to unravel the mystery.

It was recommended that the Association mount a broad-based, continuing information campaign to clarify the nature of giftedness and talent. Such clarification must describe specific characteristics of the gifted and affirm that gifted children perform or have the ability to perform at advanced levels in some areas but perhaps not all facets of life. The clarification must also define GT programs and articulate the absolute need for these programs.

In 1998, the TAGT Executive Board responded to this call by approving a statewide public relations campaign. Funds were approved to employ a professional firm to design and facilitate this important initiative.

During spring 1999, the initiative was launched. Print and television media were utilized to begin this broad-based and continuing information campaign. The ultimate goal: to promote awareness of the unique social, emotional, and intellectual needs of gifted and talented students and to impact the development of appropriate educational services to meet these needs. This first phase of the campaign concluded in summer of 1999 with the commitment to resume the work in 2000.

Recent Work

With goals established and funds appropriated by the 1999, 2000, and 2001 executive boards, TAGT has continued its campaign to tell the story of Texas gifted students, their needs, and services required to ensure they are not left behind. To better serve members, TAGT improved and expanded its infrastructure communications tools. The TAGT website (www.txgifted.org) was redesigned. Voice mail was installed and e-mail expanded so that members could easily reach TAGT headquarters staff at anytime—day or night—24/7. A symmetrical digital subscriber line was secured to replace the dial-up modem. Thus, TAGT staff can quickly receive and send messages and information.

In the big world of Texas, TAGT expanded use of multiple media. In spring 2000, TAGT hired Christian-Hubble Media Communications (C-H), a full-service media and communications group serving clients throughout Texas and the nation. A partner in the firm, Elizabeth Christian, and a senior account executive, Meg Meo, lead the communications work on behalf of TAGT. Between Christian and Meo, each of whom has a gifted child, TAGT has access to more than 40 years of experience in national, state, and local media and communications.

At TAGT Headquarters Offices in Austin, there are six full-time staff members. This staffing model does not include a public relations position. To maximize resources and tap deep expertise in media and communications, TAGT contracts with C-H as an external consulting firm. I direct the work with C-H based on TAGT Executive Board approved goals, priorities, and budget. Thus, TAGT has established a dynamic partnership with Christian-Hubble.

One specific focus has been to raise awareness about the need for greater equity for poor and minority students and their representation in gifted and talented programs. But there is also a great need for increased awareness for gifted and talented issues in general. The survey that was commissioned by TAGT in 1996 pointed out that even school administrators did not consider gifted and talented programs a particularly high priority, partly due to the fact that state funding is low compared to funding for other special populations. Corporate executives surveyed also did not seem to have a very good understanding about gifted/talented programs. Anecdotal evidence gathered in the year and a half TAGT and C-H have worked on the issue reveals that there is still a long way to go in raising awareness among all constituent groups.

Following are highlights of the projects that TAGT has directed and C-H has conducted since late spring 2000. The projects are organized by categories: media outreach, legislative, membership development, conference marketing, fund-raising, printed materials, and individual members.

Media Outreach

C-H has worked with TAGT to raise awareness statewide about gifted and talented education issues through placement of opinion editorials, newspaper articles and television interviews, including the following:

- My first op-ed ("Gifted Children Represent Untapped Potential"), written and placed in the summer of 2000, ran in the *Dallas Morning News, San Antonio, Express-News, Austin American-Statesman* and over 25 other newspapers statewide.
- My latest op-ed ("Texas Plan for Gifted Students Needs Full Implementation and Public Accountability") was written and distributed in July 2001. It has run in about 25 newspapers across the state thus far, including the *Dallas Morning News*. This opinion-editorial continues to be printed by various newspapers and C-H is following up with several major newspapers.
- C-H, with TAGT approval, issued some 30 press releases with more than 20 under development. These press releases have been on a variety of topics, including the various TAGT conferences and workshops, TAGT award winners, scholarship opportunities and the importance of summer reading. C-H also contacted education reporters throughout the state to discuss story ideas regarding gifted and talented education. Some 60 newspaper articles have run in the state newspapers as a direct result of the C-H work. C-H coordinates the public relations between print, television, and radio. For example, stories ran in the Harlingen and Texas City papers regarding summer reading, and I was interviewed on two Austin television stations on that issue as well. Several articles ran about the TAGT 2000 award winners, including articles in the Houston Chronicle, Waco Tribune-Herald and San Angelo Standard-Times, among others.
- In addition to several interviews on Austin television news programs, C-H contacted KTRK/ Ch.13, the ABC affiliate in Houston, and Pasadena ISD GT students, their parent, and I were interviewed for a feature story about gifted and talented education for the Houston ABC affiliate 5:00 p.m. news program (July 2001).
- For the 2000 TAGT Annual Conference for Educators and Parents, C-H arranged comprehensive media coverage, including three pieces in the *Austin American-Statesman*: a feature article, a Q&A on the editorial page and an editorial endorsing the conference. In addition, I was interviewed on several Austin television stations and radio station interviews were conducted.

Based on materials provided by TAGT, C-H is in the process of writing the press releases for the 2001 awards for regional and state parent of the year, teacher of the year, rising star and advocate winners, planning for 2001 conference media coverage in San Antonio and scheduling media appearances in various Texas cities to coincide with my other travel plans.

Legislative

Working with TAGT and Akin Gump Strauss Hauer Feld (TAGT governmental relations consultants), Christian-Hubble played an integral role in development of issues pursued in the Texas Legislature 77th session relating to gifted/talented education. Pursuing the previous TAGT practice, C-H developed the most recent TAGT Legislative Action Network comprised of nearly 150 TAGT members and others who are interested in legislative issues related to gifted and talented education. Other highlights of legislative work include:

- After the 2000 Executive Board adopted its major planks for the 77th Legislature, I met with C-H and Akin Gump consultants who assisted in drafting the position paper for TAGT Board consideration. This paper, approved in September 2000 with Board revisions , outlined theissues that TAGT pursued in the most recent legislative session.
- C-H organized and coordinated a Day at the Capitol for over 125 members of the TAGT Legislative Action Network and G/T students who met with legislators from all over the state. For this event, C-H prepared comprehensive printed materials to leave with legislators, scheduled over 300 appointments and provided training materials for the participants.

- Since the majority of the legislative planning occurs between sessions, I ask that C-H continue their work with the TAGT Legislative Action Network. On an ongoing basis, C-H e-mails appropriate information regarding state and federal gifted/talented legislative issues to members of the network. This group has been very active in contacting their legislators about these issues.
- At my request, C-H led workshops on the topic of legislative advocacy for the TAGT Executive Board, Fall 2000 TAGT Legislative Workshop, TAGT parents (at the 2000 Conference) and the TAGT 2001 Spring GT Coordinators Leadership Conference.

Membership Development

In January 2001, TAGT set a new record with some 10,000 members and friends of gifted who had been involved since conference 1999. Membership development is an ongoing effort, but here are the highlights of the work that TAGT and C-H have completed related to membership:

- Under my direction, C-H developed a new membership brochure for parents (English and Spanish) and educators. In late summer 2000, TAGT distributed more than 500,000 brochures to school districts statewide and posted the brochure on the TAGT website. TAGT still receives a steady stream of responses from these membership brochures.
- At TAGT request, C-H developed subsequently updated a *PowerPoint* presentation highlighting the benefits of TAGT membership. For use with parents, educators, and interested others, C-H developed a comprehensive training packet using the *PowerPoint* presentation as a base. TAGT provided every member of the Executive Board with this training packet. Christian and Meo reviewed the packet with the Board especially as related to director and officer use of these materials in regional presentations to parent and educator groups.
- C-H sent out notices to major newspapers statewide about membership in TAGT. The information ran in several education columns throughout the state.
- With TAGT approval, C-H has collected e-mail addresses for parent affiliate groups that will be used to solicit memberships for TAGT (a back-to-school effort for this school year).

Conference Marketing

In addition to media work promoting the conference, I asked C-H to work on several additional projects intended to increase attendance at the 2000 Conference. Similar projects are underway for the 2001 conference; see page three for your invitation!

- Materials highlighting the 2000 conference and TAGT membership were sent to parent affiliate groups statewide to share with their members.
- C-H coordinated a mailing of conference brochures to principals in targeted regions (for the 2000 conference).
- With TAGT, C-H coordinated a mailing to San Antonio-area principals about the 2001 conference.

Fundraising

TAGT and Christian-Hubble are in the early stages of working together on fundraising. Thus far C-H has coordinated a mailing to known education issue contributors (May 2001) and arranged a series of one-on-one lunches with potential significant donors. The efforts have begun to pay off, but this effort reaffirmed for TAGT and C-H that there is much more work to do in educating the public about why gifted and talented education is important and why it's a worthy issue to support financially. TAGT and C-H are continuing with these efforts.

Printed Materials

C-H worked closely with TAGT prior to the 2000 Conference in the development of new printed materials (marketing brochures and program) for the conference and the annual report.

The new design elements incorporated in these publications will serve as templates for the 2001 pieces. C-H continues to advise on many of the TAGT publications, including the exhibitor prospectus for the

2001 conference and the marketing brochure. Overall, the goal has been to help TAGT present a more unified and updated look to our publications.

The primary goal for TAGT public relations efforts continues to be raising awareness of the social, emotional, and intellectual needs of Texas gifted/talented students among key constituents:

- the public
- the education community
- legislators
- the media
- corporate leaders

By doing so, TAGT and Christian-Hubble hope to increase membership in our Association; expand participation by parents; maximize attendance at the annual conference; develop new fundraising sources; and, most importantly, improve educational opportunities for Texas gifted children and youth. TAGT and C-H are proud of what we have accomplished together as a team and look forward to a continued productive partnership on behalf of all Texas gifted students!

Individual Members

You can help promote our GT story. Look for articles and opinion pieces in your local newspaper. Haven't seen one lately? Write the editor and request such reporting. Ask your local television and radio stations to cover gifted students and their education. Suggest they contact me. Working as a team, we can persist with the drumbeat for gifted students.

It is imperative that advocates for gifted children and youth speak as one voice continuously telling the stories of Texas diverse youth with such high potential. Communication within Texas, across the United States, and around the world must be positive, proactive, and ongoing if we are to ensure gifted students reach their potential in the global community.

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED

MISSION STATEMENT

TO PROMOTE AWARENESS OF THE UNIQUE SOCIAL, EMOTIONAL, AND INTELLECTUAL NEEDS OF GIFTED AND TALENTED STUDENTS AND TO IMPACT THE DEVELOPMENT OF APPROPRIATE SERVICES TO MEET THESE NEEDS.

TAGT EXECUTIVE BOARD LONG RANGE GOALS

- Advocate appropriate services and accountability standards for all gifted and talented students.
- Provide current information and research about gifted and talented learners and the field of gifted education to the TAGT membership and general public.
- Develop an effective advocacy network.
- Increase and diversify membership.
- Develop strategic alliances with the Texas Education Agency, Education Service Centers, higher education, and others.
- Support quality professional development for educators of gifted and talented students

Adopted by the TAGT Executive Board: 2.5.00

Monsters Under the Bed

Colleen Higgins Elam

My children are adults now – one in medical school and one in law school. Yet still monsters lurk under their beds and under the beds of millions of driven, dedicated students worldwide. It is time to drag out those monsters, expose them to light, and publicly quell them.

Monster #1: Around the world and close to home, there is injustice, corruption, disease, poverty, and ignorance.

This is the biggest, ugliest monster under the bed of gifted students. These problems weigh heavily. Their history haunts. Lamentably, this monster is real and may never be banished from the world. Characteristically intense, hypersensitive, and empathetic, these students often feel consumed and depressed by these overarching problems. Additionally, these students feel the need to help but feel incompetent to do so.

In our roles as parents and educators, we can help students tame this monster by counseling that there will always be massive world problems but that we, as a society, are working toward solutions to ease these problems. We can assure students that this monster #1 has been lassoed, tranquilized, and corralled throughout history thanks to the work of many dedicated people. These students need to be reminded that they are not personally responsible for the problems or the history of the world. They are responsible for their own behavior and they can choose to contribute to the solutions. Contributing to society at home and around the world is one of the most gratifying labors of life.

Monster #2: Gifted is a loaded label. There are so many stereotypes associated with gifted. And there are so many expectations of gifted students.

Ah, this is the Medusa under the bed. From her head pulsate snakes spitting venom:

- *gifted students are expected to be geniuses;*
- *they are considered lucky because they have been gifted with so much already that they need no help to be successful;*
- *they are singled out and expected to know everything;*
- *if they don't know the answer, something's wrong with them;*
- *they are expected to teach other students;*
- *they are told they should devote their lives to those less fortunate;*
- *gifted students are expected to like homework;*
- *adults tell them they're working too hard/not hard enough;*
- *adults tell them they're too serious/not serious enough;*
- *adults say gifted students aren't the ones who work hard/make straight A's;*
- *adults say straight A students are just overachievers/high achievers;*
- *peers call them geek/nerd; ….*

This is the brew of nightmares.

Gifted students don't want to be gifted; they want to be accepted as individuals. These stereotypes and expectations of gifted add pressure to these sensitive students who already feel the weight of the world, already feel unworthy of the gifted label, and already feel they are not doing enough. Gifted students compare themselves to the most renowned figures in the field and inevitably come up short. Society's connotations of gifted and subsequent mixed messages contribute to the inadequacy feelings of these students.

Let's subdue these snakes before our children turn to stone. Mirrors will do the trick. When we see these slithering demons reflected in light, we recognize their false messages. When we see these students reflected in society, we recognize them as the individual human beings they are. Let's encourage them to be all that they can be. Let's broadcast positive messages.

Monster #3: Every year there are rumors of the school discontinuing honors classes.

The possibility of elimination of accelerated classes or the denial of access to similar learning opportunities causes consternation among gifted students. These students have an insatiable thirst for knowledge. They consume facts and ideas and concepts. They live to know. They are competitive and energetic. They are alarmed when obstacles prevent them from learning all that there is to learn as fast as they can learn it. They are concerned they will not be prepared for the future and any problems the future may hold.

For these reasons gifted students seek the most challenging classes, the most ambitious schedules, the most selective universities, and the most demanding professions. Honors classes work well for these self-motivated students because reams of material are covered quickly and in depth. The students who enroll in honors classes accept and complete the large quantities of work required to master the material. Thus it is in honors classes that academically gifted students do well because they feel safe to work and to achieve. Whereas in regular classes, the combination of the slower pace, the increased repetition, the easier assignments, and the more relaxed attitude is frustrating for gifted students.

As advocates for education, we can expunge this monster by shedding light on the best methods to teach and nurture our quick learners. We can commit to providing the best for each of our students. We can offer all of our students the opportunity to reach their individual potentials.

Monster #4: Academic achievements and achievers are not highly valued by the general student population because academic achievements and achievers are not perceived to be highly valued by the general societal population.

People who act differently than normal can make normal people uncomfortable. Gifted students are more intense, sensitive, and critical than normal. They are existentialist. They value individualism over group association or group approval. Often gifted students are obsessive, compulsive, and perfectionist. They have an offbeat sense of humor. They think differently from the norm and they respond differently from the expected. On top of all of that, they often work hard in school and excel academically. Because these students are different, the rest of the student body has difficulty identifying with them. As a result, gifted students are often marginalized and rebuffed. This whittles away the strength of gifted students, undermines their confidence, demoralizes their spirits, and weakens their abilities.

Academically excelling students work hard to achieve success. These students are sincere in their commitment to work and to community. Yet, the community is not sincerely committed to these students because the general population does not understand gifted. Arrows from behind wound the deepest. Such stings impress upon gifted students that the problems of the world are encroaching. They must face the monsters.

In the nightmares of gifted students, the scenarios may be countless but the theme is universal. All four monsters play a part. Monster #1 looms threatening the world. Medusa yells, "You're gifted, you slay him!" The third monster taunts, "You don't know enough. You can't do it." The fourth monster hisses, "We never liked you anyway."

Together as parents, educators, and advocates, we can expel the monsters. We can publicly promote awareness of the unique social, emotional, and intellectual needs of gifted students. We can provide appropriate educational services to meet the needs of these students. And we can encourage students to pursue the educational opportunities available near and far. By helping driven, dedicated students, we help ease the monster problems of our society, our world, and our future.

Colleen Higgins Elam is a past Parent of the Year as well as a past president of the Texas Association for the Gifted and Talented

A Lesson from Middle Earth

Michael W. Cannon

Nostalgia for a lost past is a universal and powerful emotion. In J.R.R. Tolkien's novels *The Hobbit* and *The Lord of the Rings*, the high elves living in Middle Earth have an underlying melancholy for their lost homeland. This supremely gifted race, with their great abilities for preserving the good and beautiful in civilization, live as aliens in a land not their own while they remember their lost homeland in the west, beyond the seas.

A! Elbereth gilthoniel,
silivren penna miriel;
O menel aglar elenath,
Gilthoniel a Elbereth

We still remember, we who dwell
In this far land beneath the trees
The starlight on the western seas.

The central characters in Tolkien's works, Bilbo Baggins in *The Hobbit*, and his nephew Frodo in *The Lord of the Rings*, are interesting paradigms of gifted individuals. Bilbo, in the course of his adventures with the dwarves, discovers hidden abilities, and the despised tag-along becomes an insightful leader and the pivotal figure in the tale.

Frodo and his companions in *The Lord of the Rings*, each with his own particular talents, have almost insurmountable obstacles to overcome and are constantly under attack from hostile forces, both the impersonal power of nature and the unrelenting malignity of the enemy. They triumph in the end, but their victory is bittersweet, as the defeat of the enemy also means the loss of many great and wonderful things in Middle Earth.

Gifted students, also out in the world that often seems not their own, are in a similar situation. They have abilities that may be ignored and disparaged. Schools, for all the laws, mandates, and good intentions, still sometimes fail to provide the environment and encouragement these students need.

And while gifted individuals are the innovators and creators of the technological and artistic wonders of the modern world, many people are still ambivalent or even hostile to educational programming for gifted students.

One day, when gifted adults look back on their years in school, let us hope that the teachers and gifted programs have given them (as the elves in Tolkien's world remembered their own "starlight on the western seas") a time and place that provided them with the strength and knowledge they need to make the world a better place.

Call for Articles

Spring 2002

GIFTED in the HUMANITIES

Articles are solicited that deal with the place of the humanities in gifted programs. What is the value of humanities? How are students gifted in the humanities being served? identified? How **should** they be served? What should be the elements of an exemplary humanities program?

The deadline for submission of articles is **December 1, 2001.**

Summer 2002

GIFTED in SCIENCE & MATHEMATICS

Articles are solicited that deal with educational responses to students gifted in science and/or mathematics. How are students gifted in math and the sciences being served? identified? How **should** they be served? What should be the elements of exemplary math/science programs?

The deadline for submission of articles is **March 1, 2002.**

Guidelines for Article Submissions

***Tempo* welcomes manuscripts from educators, parents, and other advocates of gifted education. *Tempo* is a juried publication and manuscripts are evaluated by members of the editorial board.**

Please keep the following in mind when submitting manuscripts:

1. Manuscripts should be between 1000 and 2500 words on an upcoming topic (see topics above).
2. Use APA style for references and documentation.
3. Submit **three copies** of your typed, double-spaced manuscript. Use a 1 1/2 inch margin on all sides.
4. Attach a100—150 word abstract of the article.
5. Include a cover sheet with your name, address, telephone and FAX number and/or e-mail address.

Send all submissions or requests for more information to:
Michael Cannon, TAGT Editorial Office, 5521 Martin Lane, El Paso, TX 79903

Texas Association for the Gifted and Talented Membership Application

Member Name(s)________________Telephone:(H)________(W)________
Mailing Address____________City____________State______Zip________
School District & Campus Name/Business Affiliation________________ESC Region______
Email address:________________

PLEASE CHECK ONE: ☐ Teacher ☐ Administrator ☐ Parent ☐ School Board Member ☐ Other____________

Individual............$35 ( ) Family.........................$35 ( ) *Student............$15 ( ) **Must include verification (campus, district, grade)*

Patron..................$100 ( ) **Institutional.............$100 ( ) Lifetime.............$400 ( ) Parent Affiliate.....$45 ( )
*** Institutional members receive all the benefits of regular membership, plus may send four representatives to all TAGT conferences at the member rate, regardless of individual membership status.*

In addition to your regular Membership, you are invited to join a TAGT Division for an *additional* fee.
Choose either or both: G/T Coordinators..................................$10 ( ) Research & Development........................$10 ( )

Membership Services
• *Tempo* quarterly journal • TAGT Newsletter • *Insights* — Annual Directory of Scholarships & Awards • *TAGT Capitol Newsletter*—monthly update during Legislative Session • Professional development workshops with inservice credit • General Management/Leadership Training • School Board Member Training • Parent services and information • Legislative Representation & Networking • Reduced registration fees for conferences and regional workshops

Return form and dues to: TAGT, P. O. Box 200338, Houston, TX 77216-0338.

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TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED
2001 EXECUTIVE BOARD

Executive Committee

President
Krys Goree
254/ 710-4172
Baylor University
P. O. Box 97304
Waco, TX 76798
Krystal_Goree@baylor.edu

President-Elect
James Collett
915/ 652-4201
McCamey ISD
Box 1069
McCamey, TX 79752
jcollett@esc18.net

First Vice-President
Debra Midkiff
972/ 237-4032
Grand Prairie ISD
2602 South Belt Line Road
Grand Prairie, TX 75052-5344
debbie.midkiff@gpisd.org

Second Vice-President
Suzanne Bell
361/275-2416
Cuero ISD
805 N. Hunt
Cuero, TX 77954
suzbel7@yahoo.com

Third Vice-President
Raymond F. (Rick) Peters
817/283-3739
Lockheed Martin
2104 Shady Brook Dr.
Bedford, TX 76021-5408
rf.peters@ieee.org

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Tillie Hickman
409/842-3217
Beaumont ISD
2550 West Virginia
Beaumont, TX 77706
mhickma@Beaumont.k12.tx.us

Immediate Past President
Karen Fitzgerald
713/464-1511 ext. 2281
Spring Branch ISD
955 Campbell Road.
Houston, TX 77024
fitzgerk@spring-branch.isd.tenet.edu

Publications Editor
Michael Cannon
915/778-3988
El Paso ISD
5521 Martin Lane
El Paso, TX 79903
cannon@whc.net

Executive Director
Amanda Batson, Ph.D.
512/499-8248
TAGT
406 East 11th St., Suite 310
Austin, TX 78701-2617
txgifted_abatson@yahoo.com

Regional Directors

I **Dorothy Prukop**
956/585-5677
Mission CISD
P. O. Box 1144
Mission, TX 78573
gifted@hiline.net

II **Barbara Hennig**
361/729-6714
Aransas County ISD
109 Lee Circle
Rockport, TX 78382
bhennig@acisd.org

III **Melanie Castellow**
361/798-3241
Hallettsville ISD
200 N. Ridge
Hallettsville, TX 77964
dontforget4@aol.com

IV **Keith Yost**
281/397-7185
Tomball ISD
1819 Corral Drive
Houston, TX 77090
kyost@sprynet.com

V **Maribeth Morris**
409/896-5636
ESC Region V
2295 Delaware
Beaumont, TX 77703
maribethmorris@hotmail.com

VI **Barbara Polnick**
979/830-8281
P.O.Box 125
Chapel Hill, TX 77426
bpolnick@brenham.isd.tenet.edu

VII **Donna Fox Morrison**
903/839-2241
Tyler ISD
P. O. Box 130985
Tyler, TX 75713
dfoxmorrison@hotmail.com

VIII **Billie Viehe**
903/737-7434
Paris ISD
3270 Graham Street
Paris, TX 75460
bviehe@parisisd.net

IX **Bridget Tison**
940/761-4628
Wichita Falls ISD
2903 Sturdevandt
Wichita Falls, TX 76301
BCTison@aol.com

X **Sheri Plybon**
972/758-1384
Carrolton-Farmers Branch ISD
2205 Parkhaven Drive
Plano, TX 75075
plybons@cfbisd.edu

XI **Judy Satterwhite**
817/871-2555
Fort Worth ISD
100 N. University Dr. NE #210
Fort Worth, TX 76107
jsatt@ftworth.isd.tenet.edu

XII **Randy Ford**
254/710-6101
Baylor University
P. O. Box 97304
Waco, TX 76798
Randy_Ford@baylor.edu

XIII **James Sombathy**
512/414-2026
Austin ISD
5408 Westminster
Austin, TX 78723
jamessombathy@yahoo.com

XIV **Mary Christopher**
915/670-0371
Hardin-Simmons University
2102 Westminister Dr.
Abilene, TX 79602
mchris@hsutx.edu

XV **Louise Jones**
915/653-1847
Angelo State University
1313 Shafter
San Angelo, TX 76901
jimloujones@excite.com

XVI **Terrie W. Turner**
806/935-4031
Dumas ISD
P.O. Box 715
Dumas, TX 79029
terrie.turner@dumas-k12.net

XVII **Debbie Stennet**
806/296-4033
1303 Quincy Street
Plainview, TX 79072
dstennett@plainview.k12.tx.us

XVIII **Judy Bridges**
915/334-7178
Ector County ISD
P.O. Box 3912
Odessa, TX 79760
bridgejc@ector-county.k12.tx.us

XIX **Fara Green**
915/581-5607
El Paso ISD
317 Bright Water
El Paso, TX 79912
fgreen5648@aol.com

XX **Carlota Rodriguez**
210/256-2400
Northside ISD
2626 Century Ranch
San Antonio, TX 78251
crod@texas.net

TAGT Division Chairs

Research & Development
Dr. Richard Olenchak
(281) 296-6813
46 Timberstar
The Woodlands, TX 77382
rolenchak@uh.edu

Coordinators Division
Molly Yeager
P. O. Box 1702
Ft. Stockton, TX 79735

Editorial Board

Publications Editor
Michael Cannon
(915) 778-3988
5521 Martin Lane
El Paso, TX 79903

Editorial Board Members

Terry Brandt
713/525-3553
University of St. Thomas
3800 Montrose Boulevard
Houston, TX 77006-4696

Colleen Elam
281/980-5291
1603 Creekside
Sugar Land, TX 77478-4203

Pat DeBusk Holmes
817/923-3492
2824 Sixth Avenue
Fort Worth, TX 76110

Elizabeth Montes
915/755-2556
3303 Moonlight
El Paso, TX 79904

Gail Ryser
512/451-3246
PRO-ED Publishing
8700 Shoal Creek Blvd.
Austin, TX 78757-6897

Mary Seay
915/947-3828
San Angelo ISD
1621 University
San Angelo, TX 76904-5164

Molly Yeager
P. O. Box 1702
Ft. Stockton, TX 79735

Texas Association for the Gifted and Talented
406 East 11th Street, Suite 310
Austin, Texas 78701-2617

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EFF-089 (1/2003)